REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE

FOR THE YEAR 1872—73

WITH APPENDICES AND TABLES

BANGALORE

MYSORE GOVERNMENT PRESS

1873

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REVIEW BY THE CHIEF COMMISSIONER OF THE ANNUAL REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1872—73.

1. The Report which has been drawn up by Mr. L. Rice, Officiating Director of Public Instruction, opens with a concise retrospect of the system and results of education in Mysore up to the close of 1871-72.

2. During the past year, there was an increase of 57* Government and 8 aided schools, as contrasted with the numbers shewn in the Report for 1871—72, and at its close there were in existence 659 Government, 98 aided, and 1,493 unaided schools, making a total of 2,250 schools of the three classes in the Province.

* 47 Hóbli Schools.
7 Hindustáni „
3 Female „

3. The number of pupils attending the Government and aided schools aggregated 26,397, being an increase of † 2,196, as contrasted with 1871—72. The attendance in the unaided schools is stated to have been 18,075, making the total of pupils up to 44,472 in all classes of schools.

	1871—72.	1872—73	Increase.
† Government Schools ..	17,735	19,497	1,762
Aided do ...	6,466	6,900	434
Totals.....	24,201	26,397	2,196

5. Of the total number under instruction, 41,875 were boys and 2,597 girls, the number of either sex in Government and aided schools aggregating 24,057 and 2,340 respectively, and being classified as shewn in the ‡margin.

‡ Europeans and Eurasians 1,462
Hindús ... 22,127
Mahomedans ... 2,808
Total... 26,397

5. The marginal table shews the several classes of Government and aided schools with the attendance at each during the past year.

Description of Schools.	Government Schools.						Grant-in-aid Schools.					
	Boys.		Girls.		Total.		Boys.		Girls.		Total.	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils.
Higher Class .	7	1,524	...	...	7	1,524	5	832	3	310	8	1,142
Middle „ ...	6	237	...	...	6	237	9	629	4	204	13	833
Lower „ ...	628	16,702	8	209	636	16,911	55	3,269	21	1,584	76	4,853
Normal „ ...	4	63	...	...	4	63	...	...	...	...	..	...
Special „ ...	6	721	...	...	6	721	1	72	...	...	1	72
Totals...	651	19,247	8	209	659	19,456	70	4,802	28	2,098	98	6,900

6. The total expenditure, on the part of Government, on education in the Province during the year under report, aggregated Rs. 2,39,375; of which, Rs. 53,398 was debitable to local and the remainder to provincial funds.

7. The expenditure on instruction in the Government and Aided Schools respectively was as noted in the margin.

Government Schools.		Grant-in-aid Schools.	
From Provincial Funds.	From Local Funds.	From Provincial Funds.	From other Sources.
94,060	43,795	41,109	73,249
1,37,855		1,14,358	

8. The receipts from all sources on account of education in, or for, all classes of schools in the Province, aggregated Rs. 2,36,600; of which, Rs. 71,926 was derived from fees realized from the pupils.

	Local Fund (Educational Cess.)	Fees realized.	Sale of Books and other Sources.	Total.
Government Schools	91,594	12,138	18,520	1,22,252
Aided „ ...	...	28,546	48,679	77,225
Unaided „ ...	...	31,242	5,881	37,123
Totals.....	91,594	71,926	73,080	2,36,600

The receipts from the educational quota of the local fund cess form a large item in this account, under the head of Government Schools. This quota is composed of 24 per cent of the said cess, as realized throughout the Province, and will increase in amount with it, as the new land settlement progresses, until it probably exceeds $1\frac{1}{4}$ laks annually.

9. One hundred and seventy-four candidates attended the University Examinations during the past year, *viz.* 142 for the Matriculation Test, 24 for the First in Arts Examination, and 8 for the B. A. Degree. Of these numbers, 48 passed the Matriculation Test, 9 the F. A. Examination, and three obtained the B. A. Degree.

The pupils of the Bangalore High School were again the most successful at these examinations, 18 of the total number who passed having belonged to it.

10. The observations in para 47 of the Report on the influence of the University examinations are sound, and well deserving of consideration.

There can be no question that the present system necessitates a course of cramming, which is detrimental to the real education of the youths who are compelled to adopt it, and is of little value, when viewed with regard to the practical object of instruction amongst most of them, as bearing on their future careers. The subject is a highly important one in the interest of the yearly increasing number of pupils who prepare for these examinations.

11. The determination come to by the Mission bodies to limit the standard of instruction in their schools to the Matriculation Test, and the adoption of a like rule in the Government District Schools, are doubtless very proper measures. It will, however, still be necessary in the present condition of the latter class of schools to guard against an undue portion of the attention of the masters being devoted to the Matriculation Classes, to the detriment of the other pupils attending the schools.

12. Of the seven Government Schools of the Higher Class, the Bangalore High School occupies the first place, and its progress during the past year continued to be satisfactory.

The number of pupils attending it was 542, the daily average attendance 437, and the amount of fees levied was Rs. 5,051—14—0, as against Rs. 4,248 in 1871—72. The annual cost of educating each pupil was Rs. 32—3—11, of which, Rs. 21—14—3 was borne by the State.

Of 27 candidates for the University examinations, 18 passed, *viz.* one for the B. A. Degree, seven in the F. A., and ten in the Matriculation Tests. The Officiating Principal's Report of the general state and progress of the High School, and the Director's observations on the same subject, warrant the belief that it is an useful and creditably conducted institution, and worthy of the important position it occupies, as the Central College of the Province.

The representations of certain requirements in connection with this school, noticed by the Officiating Principal, can be reported separately, if deemed necessary, by the Director.

The attendance of a small body of Coorg lads at the High School for the first time during the past year, is worthy of note, as indicating a desire for a high standard of education amongst the people of that inter-

esting District. It is gratifying to learn that these youths are getting on well.

13. The Rájá's School at Mysore occupies the second position amongst the Government Schools of the Higher Class in the Province.

The number of pupils attending it during the past year was 456, the average daily attendance being 358, and the amount of fees levied in it was Rs. 2,036, the greater portion of which was realized from the English branch of the school. The average annual cost of educating each pupil was Rs. 24—7—3, of which, R. 20—4—5 was borne by the State.

Nineteen pupils attended the University examinations, of whom, six passed, *viz.*, one for the B. A. Degree, one in the F. A., and four in the Matriculation Tests.

The progress of the school during the past year has doubtless been retarded by the inadequacy of the teaching staff referred to in the Principal's Report, and if the maintenance of a College Department in this school is called for, as urged by Mr. Dunning, and for which some good grounds certainly exist, it will probably be necessary to raise the teaching staff to a standard more suited, than it is at present, for that object. The subject should be separately reported on, after full enquiry and consideration, it being understood that there is no desire or intention to convert this school into a *rival* institution to the Bangalore High School.

The condition of the vernacular branches of this school is creditable, but more efficient arrangements, appear to be still called for in the Hindustáni branch.

14. Of the remaining five schools of the Higher Class, those at Hassan and Shimoga occupy a position considerably in advance of the rest.

These schools sent up 18 students during the past year to compete at the Matriculation Examination, of whom, as shewn in the margin, 3 of the Hassan and 7 of the Shimoga School were successful.

	Examined.	Passed.
Hassan...	8	3
Shimoga.	10	7
	18	10

One student from the Chituldroog School was also successful at these examinations.

The progress made by the school at Shimoga since 1870—71, is highly creditable to its Head Master, Mr. Taylor. The question of exempting this school from the operation of the rule limiting the range of study in District Schools to the Matriculation standard, may be referred separately, if deemed necessary. It must, however, be borne in mind in the case of this school, as in that of the Rájá's School, that the amount of fees realized will have to be considered, in dealing with any proposal for an increase of the teaching establishment to provide for the requirements of a College Department in these institutions.

15. The efforts that have been made to promote physical training amongst the students of the higher class of schools merit every commendation and encouragement, and it is hoped that they will be systematically continued in all of these schools, and introduced, where practicable, into those of the lower classes.

16. The total number of pupils attending the seven schools of the higher class was 1,524, and the total cost of the schools was Rs. 46,251, as against 1,351 pupils and Rs. 46,330 respectively in the previous year.

The average cost per pupil was Rs. 33—10—2. The fees realized aggregated Rs. 8,759, as against Rs. 7,787, and the net charge to Government was Rs. 27—4—3 for each pupil, or Rs. 2—14—8 less than for 1871—72.

17. The number of schools of the Middle Class was six, that at Yelandúru, which was included under this head in the last Report, being properly entered in the present one as a private school.

The Chikka Ballápura School continues to occupy the first place amongst this class of schools.

The unfavorable report of the Chikkamagalúru School is very unsatisfactory, but the circumstances of this institution hitherto hardly appear to warrant its restoration to the superior grade, as suggested in the Report, unless there is undoubted ground for anticipating a successful result therefrom. The subject can, however, be brought forward separately, if deemed desirable after due consideration.

With regard to the remarks in paras 62—65, the suggestion to connect Talook Vernacular Schools with Talook Anglo-vernacular Schools is worthy of consideration, where schools of both classes exist in the same talook. The suggested utilization of the English Masters, in view to their opening English classes for a limited period in the most promising Vernacular Schools, does not, however, appear to be a measure likely to lead to satisfactory results, as the temporary character of the arrangement would probably be fatal to its success.

There can be no question that the attendance at the middle class schools is at present very low, but the explanation on this head offered in paras 63—68 is doubtless correct, and the proper course would appear to be the extension of the usefulness and popularity of this class of schools by merging in them, where practicable, the Talook Vernacular Schools.

Certainly in the present state of education in Mysore, any statistical classification based on the standards up to which the several classes of schools profess to teach, would be altogether misleading.

The total number of pupils attending the middle class schools was 237, and the total cost of the schools was Rs. 7,663, as against 269 pupils and Rs. 8,279 respectively in the previous year. The average cost per pupil was Rs. 34—8—3. The fees realized aggregated Rs. 637, as against Rs. 713, and the net charge for each pupil to Government was Rs. 31—7—5, as against Rs. 28—4—4 in 1871—72.

These figures shew a considerable falling off in the working of this class of schools during the year under report, and indicate the necessity for the early adoption of measures to increase their efficiency and usefulness. The average net charge per pupil to Government in these schools is very excessive, and far in excess of the results obtained. The subject calls for the Director's attention.

18. The schools of the Lower Class number 628, as noted in the margin.

Talook Kanarese Schools	78
Telugu „	4
Hindustáni „	12
	94
Hóbli Schools	534
Total	628

19. Of these, the Talook Schools have first to be noticed.

The curriculum in the Kanarese Schools is stated to be rarely at present worked up to, the students being withdrawn as soon as they have acquired a very rudimentary knowledge of the prescribed subjects of study in these schools. In the present condition of the classes whose children attend the lower class schools, this practice must, it is feared, continue to be the rule in Mysore as elsewhere, and the extension to these schools of occasional instruction in English would hardly affect it to any important extent. The progress in some of this class of schools is, however, very encouraging.

It is on every account desirable that all fitting efforts shall be made to conciliate the Lingáyets, and induce them to benefit equally with other classes by the Government educational arrangements. They form, in many respects, an important element of the population of Mysore, and it is hoped that their prejudices against the Government Schools will gradually disappear.

The necessity of providing education in Telugu in certain parts of the Province is undoubted, and where the Telugu and Kanarese races are mixed, a Telugu class should be established in all Kanarese Schools whenever a sufficient number of pupils can be found to form it.

The number of Hindustáni schools was increased from 5 to 12 during the year under report. The further extension of this class of schools must mainly depend on a sufficient number of pupils being forthcoming to warrant their establishment; but efforts should be made to introduce Hindustáni classes into the Kanarese Schools, where a sufficient number of Musalmán pupils are willing to enter the latter. Whether in Hindustáni or Kanarese Schools, instruction in the latter language should receive all due attention, its knowledge as the vernacular and official language of the Province being essential for all candidates for public employment in Mysore, and indeed for all persons having business of any sort to carry on in the Province.

With this object, every encouragement should be given to Kanarese teachers to qualify in Hindustáni, while Hindustáni teachers should be re-

quired to acquire a fair knowledge of Kanarese. Inspecting Officers should also undoubtedly qualify in both languages.

The total number of pupils attending the Talook Vernacular Schools was 4,106, and the total cost of the schools was Rs. 34,395, as against 3,964 pupils, and Rs. 30,144 in 1871-72. The amount of fees realized was Rs. 2,548, and the average cost of each pupil to Government Rs. 7—12—0, as against Rs. 2,314 and Rs. 8—0—1 in the previous year.

The proportion of Mahomedans attending this class of schools was 19·4 per cent of the total number.

20. The Hóbli or Sub-talook Schools numbered 534, with an attendance of 11,958 pupils, as against 487 schools and 11,364 pupils in the previous year, the provision of the whole of the hóblís in the Province with this class of schools having been completed during the year under report.

The progress of these schools generally continues to be satisfactory, though the attendance has not increased proportionally with the schools, the causes for which are glanced at in the Director's remarks on the subject. There can, however, be no doubt of their general popularity, and that their establishment has given a stimulus to, and created an interest in, education amongst the rural population, that is equally striking and pleasing to witness.

The grading of the masters of this class of schools, in view to the encouragement and advancement of the deserving and the ultimate elimination of the worthless, is a measure which is undoubtedly called for, and should be now adopted. It is gratifying to find that the old professional village teachers, who compose the bulk of the masters, generally take a real interest in their work and give satisfaction.

The efficient inspection of these schools is absolutely essential to their progress and success, and the measures deemed necessary with that object should be reported after due consideration.

With reference to the remarks at the end of para 86, no pressure should be attempted to induce the people to send their girls to these schools, for instruction, equally with the boys; but wherever they do so, the fact may fairly be noticed as worthy of commendation and imitation by

others. The subject of female education is one demanding the exercise of the utmost caution, and an entire abstinence from pressure or interference on the part of any of the State officials ; while at the same time, every spontaneous effort of the people to introduce or further such education should receive hearty support and encouragement. The progress that has already been made in female education, especially in some of the Mission Schools, is very gratifying, and gives fair promise of a much larger measure of success hereafter.

It is satisfactory to find that the opportunities afforded to adult night students for instruction in the Hóbli Schools, are appreciated and taken advantage of in many of the rural districts.

The question of the further extension of the Village Kanarese and Hindustáni Schools is of great importance to the localities in which they are needed, and should be taken up as soon as the means derivable from the educational cess to provide therefor are ascertained.

The necessity for such extension is fully admitted, and the measure shall receive every consideration and support that can be properly accorded to it.

The appointment of Pupil Teachers should be dealt with in connection with the scheme for grading the masters of these schools already referred to.

The total cost of the Hóbli Schools was Rs. 41,353, as against Rs. 34,754 in 1871—72, the average annual charge for each pupil being Rs 3—7—11, as against Rs. 3—0—11. The whole cost was defrayed from the proceeds of the local fund educational cess.

21. The number of Government Female Schools was eight, the same as in the previous year. The number of girls attending them was 242, as against 237, and the aggregate cost of the schools Rs. 2,878, as against Rs. 1,673, the average charge for each pupil being Rs. 13—11—8, as against Rs. 7—12—6 in 1871—72. The cause of the large increase in the average cost of each pupil should have been explained.

The report of these schools is encouraging, though they do not appear to have made much progress during the last year.

22. The remarks under the head of General Normal Schools, paras 92—94, shew that the system adopted originally in utilizing these schools has proved, in some important respects, a failure. The proposed method of avoiding such a result in future should be followed, on the re-establishment of a school of this class, which will doubtless be necessary.

The progress of the Hindustáni Normal School during the past year was satisfactory, and there is good ground for the expectation that this school will soon supply trained and competent teachers to all the Hindustáni Schools of the Province requiring them.

The operations of the Hóbli Normal Schools are reported to have been successfully completed, by the provision of trained masters to all the village schools. There can be no doubt that one or more of this class of schools will have to be permanently maintained, and this should be provided for in the proposed scheme for the extension of primary education.

The total number of pupils under training in the Normal Schools was 71, and the charges of the schools aggregated Rs. 4,429, of which Rs. 1,987 was provided from imperial and the remainder from local funds. The average cost of training each pupil was Rs. 70—4—9.

23. The progress of the Engineering Classes in the schools in which they are maintained appears to have been fairly satisfactory. There is an ample field for the employment of Native Surveyors at present in the Province, and all qualified youths of this class are almost certain to find remunerative occupation as soon as they are fit for it.

24. The remarks on the education of the convicts in jail (paras 100 to 106) shew that it has received attention, and that fair progress was made under this head during the past year, the number of prisoners under instruction having been 696, as against 473 in 1871—72.

The suggested provision of instruction for the children of criminals undergoing sentences of imprisonment merits attention, but the measure would be a difficult one to enforce.

25. The total number of private institutions under Government inspection during the past, as contrasted with the previous year, were as follows :—

	No. of Institutions.	No. of Pupils. Monthly average on the Rolls.	No. of Pupils. Daily average attendance.	Expenditure. Grants-in aid from Government.	Expenditure. All other sources.	Expenditure. Total.	Amount of Fees realized.
1871—72	90	6,092	5,176	55,183	77,493	1,32,676	29,875
1872—73	98	6,229	5,404	41,109	73,248	1,14,357	28,546
Increase. .	8	137	228	...	...	...	3...
Decrease .	...	...	...	14,074	4,245	18,319	1,29

Shewing an increase in the number of schools and pupils, but a decrease in the expenditure and the receipts from fees.

New grants-in-aid to the amount of Rs. 147—0—0 monthly, and of Rs. 2,000 for building purposes, were allotted to this class of schools during the past year, while previous grants aggregating Rs. 50 monthly were withdrawn. The grants for 1871—72 included Rs. 15,521 for buildings, which explains the largely reduced amount of those for the past year.

26. The following table shews the number and statistics of the several classes of aided schools for the past year.

Class of School and Number of each.	No.	Average Number of Pupils.	Cost of Maintenance Fees realized. From Government Funds.	From other sources.	Total.	Total Amount.	Average per Pupil.	Average Cost of educating each Pupil. Total Charge.	Cost to Government.
I Higher Class...	5	789	10,960	25,140	36,100	15,332	19-6-11	45-12-0	13-14-3
II Middle do ...	9	549	5,760	16,333	22,093	2,417	4-6-5	40-3-10	10-7-10
III Lower do ...	55	2,944	12,099	11,948	24,047	1,968	0-10-8	7-7-9	3-6-11
IV Female Schools	28	1,875	11,690	19,026	30,716	8,829	4-11-3	16-14-7	6-3-9

The account of the work and progress of these institutions, as given under the above heads, in paras 110 to 123 of the Director's Report, is on the whole highly favorable, and shews that they are generally directed with care, and that each in its sphere is doing much useful work.

27. Of the Higher Class Schools, Bishop Cotton's for European and Eurasian youths, under the able management of the Principal, the Rev. Dr. Pope, has already acquired a position probably second to no Educational Institution in India.

St. Andrew's School, for the same classes, is also regarded as a highly creditable institution.

Both these schools have provided themselves with suitable and commodious premises, which admit of their admitting a large number of boarders.

The Mission Schools of this class, for Natives, are in all respects admirable institutions, and afford the means of an excellent education to those attending them, up to the University Entrance Test.

The proportion of the expense of instruction in the two former schools, borne by the Mysore Government, is undoubtedly very large, but the time has not yet arrived for leaving them to get on without Government aid.

28. Of the Middle Class Schools, six are maintained for Europeans and Eurasians and Native Christians, and three for Natives. All but one are located at Bangalore.

29. The Lower Class Schools are composed as noted in the* margin, nearly one half being Hindustáni.

*4 Anglo-Vernacular.
27 Hindustáni.
14 Kanarese.
6 Sanskrit.
4 Tamil and Telugu.

The Sanskrit Schools are stated to be generally admirably conducted, and those directed by the Mission Societies, included under this head, are highly useful institutions. The Hindustáni Schools are not equally well reported on, and special measures appear to be necessary to ensure the exercise of a due control over their operations. The suggestion to transfer these schools to the control of Local Fund or Municipal bodies, or to adopt a system of payment by results, may be considered hereafter. At present, close and constant inspection offers the best means of preventing abuse and ensuring efficiency.

30. The report of the Female Schools is generally very encouraging, and the great usefulness of those maintained by the Wesleyan and London

Mission Societies, in which so large a number of girls are being educated, merits special notice.

The proportion of Mahomedan girls in these schools was 6¼ per cent of the total number.

31. The Private Unaided Schools in the Province are stated to number 1,493, of which 61 are Mahomedan. The number of pupils attending these schools is put down as 18,075, and their total income as Rs. 37,123, giving an average of 12 pupils and Rs. 24-13-10 annual income for each school. No doubt a large number of the indigenous schools have been absorbed in the Government Hóbli Schools, but the large ratio of increase in the profits of the private teachers who still carry on their work, if really correct, is singular.

The information regarding these schools and the native system of education, given in paras 126 to 131, is interesting, and it might be desirable to encourage in the rural schools the practices described, which must no doubt give a popularity to education among the people who are accustomed to them. The desirability of encouraging whatever is calculated to create and maintain a popular interest in our educational operations, is too evident to admit of argument, and it should be the duty of all Officers of the Department to make themselves acquainted with local native feelings on such subjects, and to endeavour to turn them to account with the above object.

Mr. Arcot Náráyanasámi Modaliar's enlightened liberality, in establishing at so large a cost a school in the Cantonment, with accommodation for instruction in industrial occupations, referred to in para 132, merits acknowledgment and recognition from Government. The observations in the concluding part of this para have my full concurrence.

32. The number of scholarships in the Government Schools is the same as last year. The time is probably not far distant when the existing arrangements on this head should be reconsidered, and a scheme derived for making the scholarships that may be available more useful in contributing to the object for which they are granted.

33. The employment of none but educated candidates in the public service, may now be regarded as the rule in all Departments of the latter,

and it is in contemplation to adopt a general test of qualification for all candidates seeking admission into it, and to assign to education an important position in regulating the advancement of those already in the service.

34. The observations under the head of English instruction (paras 140 to 142) are quite in accord with the views recorded annually in previous reports on this subject. The importance of the acquirement of a really sound English education by those who apply themselves to that language cannot be overrated, and it is infinitely better that this result shall be attained in the schools or classes generally in which it is taught, than that a small proportion of the English students by dint of cramming and receiving an undue share of the time and attention of the superior masters shall be successful at the Higher University Examinations, while the bulk of the pupils succeed only in obtaining a smattering of the language, which is quite insufficient for the ordinary requirements of any employment in which its knowledge is needed.

These results can only be adequately secured by an improvement in the English teaching staff, the cost of which must be met by those who benefit thereby, while all aspirants to the Higher University Examinations should be required to pay a scale of fees proportionate to the cost of maintenance of the College Departments in which they are educated, with that object. Special cases of meritorious students, who are not in a position to pay the scale of fees so fixed, should be provided for by the establishment of scholarships of sufficient emolument to defray the same. The subject is one that should receive the Director's early attention.

35. The number of new books added to the Central Book Depôt during the year was 35,473, valued at Rs. 19,642. The value of the stock in the Depôt, including the above, during the year, was Rs. 53,523. Thirty-two thousand two hundred and eighty-five books, valued at rupees 10,231, were supplied to the branch depôts, and the total receipts from book sales during the year amounted to Rs. 18,520, as against rupees 16,782 in 1871-72.

36. The compilation of a suitable series of books for the Hindustáni Schools, which is much needed, has been taken in hand, and will meet present requirements in that branch.

37. Paras 149 and 151 contain lists of the books printed at the Government Press and purchased for use in the schools. The former include "the Agricultural Class Book," and "the Manual of Cattle Disease," which should prove useful amongst the rural population. Some of the works mentioned in para 153 as having been recently discovered in the ancient Kanarese dialect, will probably prove to be of use in the schools or as text books.

38. The number of presses existing in the Province at the close of the past year was thirteen.

39. Little progress was made during the year under report in the erection of school-houses, owing to the necessity of awaiting the orders of the Government of India as to the class of building to be adopted in future for this purpose.

The provision of suitable houses for the Talook Schools should be duly completed as funds are available.

With regard to the question of the supply of wood for the construction of Hóbli Schools, it has been proposed that the wood required therefor shall be granted to the ryots at half the ordinary rates, a portion of the other moiety being made good from savings on the Budget grant for this class of schools. Some aid is undoubtedly required for the provision of suitable buildings for these schools.

40. It is very gratifying to find, from the Director's concluding remarks, that the Officers of the Department have received so much encouragement during the past year, from the warm interest in their labors evinced by the leading Civil Officers and Officials of the Administration, whose visits to, and notice of, the schools cannot but stimulate masters and students, and operate in every way most beneficially in furthering the advancement of education throughout the Province.

41. The progress of the Department in all classes of schools under its direction and control, during the year under report, as reviewed in these remarks, has been, on the whole, as satisfactory and encouraging as could fairly be expected. No doubt, much yet remains to be accomplished to bring its operations, in all respects, up to the standard aimed at; but

fair progress is year by year being made towards that goal, there is every ground for hope that it will ultimately be reached.

42. The loss for a time of the services of Mr. Waters, M. A., Principal of the Bangalore High School, and Mr. Hodson, Inspector of the 2nd Circle, is to be regretted; but it is hoped that the temporary arrangements made in consequence will provide for the requirements of their posts during their absence, and that both these gentlemen will in due time return to their duties quite restored to health.

43. The exertions of the Officers of the Department generally merit commendation; and the cordial acknowledgments of Government are due to Mr. Garrett, the Director, who has proceeded to Europe, and to Mr. L. Rice, Inspector, Ist Circle, and Officiating Director, who has prepared the Report under review, for their labors during the past year.

R. J. MEADE,
Chief Commissioner

BANGALORE,
8th August 1873.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
DATED BANGALORE, 17*th July* 1873.

From

L. RICE, ESQ.,

Offg. Director of Public Instruction in Mysore.

To

H. W. WELLESLEY, ESQ.,

Offg. Secretary to the Chief Commissioner of Mysore.

SIR,

1. I have the honor to submit the Annual Report on Public Instruction in the Province of Mysore for the year ending 31st March 1873, drawn up in accordance with the instructions conveyed in the marginally noted Resolutions of the Government of India in the Home Department, and with the Chief Commissioner's Orders, No. 1, dated 25th April last.

No. 1648, dated 25th Feb, 1864.
1674 „ 12th May 1873.
232 „ 30th „ „

RETROSPECT.

I. ORIGINAL SYSTEM OF EDUCATION FOR MYSORE.

2. The system of Government education and the formation of an Educational Department for Mysore and Coorg, date from 1857. In November of the preceding year Sir Mark Cubbon, the Commissioner for the Government of these Territories, forwarded a scheme drawn up by the Honorable H. B. Devereux, Judicial Commissioner, the introduction of which was *sanctioned by the Governor General in Council as being in complete accordance with the principles established by the Despatch of 1854 from the Honorable Court of Directors of the East India Company.

Origin of the Department.

* No. 585, Foreign Department, dated 6th February 1857.

3. The scheme thus set in operation provided for controlling and instructing agencies as described in the accompanying list. The Central College was a

Agencies originally provided.

prospective institution, required to complete the scheme, and to be established eventually, not immediately, at Bangalore. With it were to be connected by means of scholarships four Superior Anglo-Vernacular Schools, one at the head quarters of each of the Civil Divisions into which the Province was at that time portioned. A vernacular school was provided for at the kasabá town or chief station of each Talook, to be in a similar manner attached to the Divisional schools by scholarships. Village schools were in course of time to be included in the scheme. A Sub-Deputy Inspector for every four Talooks, a Deputy Inspector for each Division, and two Inspectors over all, provided a superintending force which, viewed in the light of arrangements now existing, appears very considerable.

Controlling Agencies,
A Director of Public Instruction.
2 Inspectors of Schools.
4 Deputy Inspectors.
20 Sub-Deputy Inspectors.

Instructing Agencies.
1 Central College.
4 Divn. Anglo-Vernacular Schools.
80 Talook Vernacular Schools.
2 Vernacular Normal Schools.

State-aid to Private Schools.

4. A proportion of the funds allotted to Government education, equivalent to five per cent of the annual expenditure, was to be set apart for grants-in-aid to private schools, under the Provisional Rules in force in the Lower Provinces of Bengal.

Cost of the Scheme.

5. For the carrying out of the scheme, an outline of which has been given in the preceding paragraphs, a sum of one lakh and a quarter per annum was assigned from the revenues of the State. This was exclusive of the cost of a Central College, but included the expenditure on education in Coorg, (the details of which will be given in the separate Educational Report for that Province,) as well as a sum of Rs. 4,000 for village schools throughout the Territory. The amount available for grants-in-aid in Mysore was Rs. 5,624. Any surplus which might remain unexpended, from the annual assignment of a lakh and a quarter, was to be carried forward to the credit of the Educational Department, to be applied to the erection of buildings, to the creation of a series of school books by means of premiums offered for translations or adaptations, and to other objects not specially provided for.

Decision regarding Fees.

6. Whether the imposition of fees should be compulsory was a question which arose at the very outset. On

this point Sir Mark Cubbon writes, "without the exaction of fees, in Mr. Devereux's opinion, as in mine, no native will be convinced that he is not conferring rather than receiving a boon." To which came the reply, "The decision of Government is that fees must be demanded at all Government schools without exception." In the case of applications for a grant-in-aid to a school where the pupils could not pay anything but where the applicant or a charitable society offered to make up the required sum, it was decided that "though the society might assist, the pupils must *bonâ fide* pay a portion (one-fourth) of the tuition fee themselves."

Existing Institutions.

7. When this scheme was under preparation, there already existed several schools receiving aid from the State to the extent of more than Rs. 17,000 a year. The Government allowances constituted, as Mr. Devereux pointed out, not only by far the larger portion of their income, but for most of them was in reality the whole of their money income. The allowances were in fact subsidies and not what are now called grants-in-aid, the rules for which they in various ways contravened. The foremost of these schools was the Native Educational Institution established at Bangalore by the Wesleyan Mission in 1851, and receiving a Government grant of Rs. 800 a month. The same body also had Anglo-vernacular schools at Toomkoor, Shimoga, and Hassan, aided to the amount of about Rs. 500 a month and provided with premises erected at the cost of Government. At Mysore, His Highness the late Máhárájá maintained an English free school. Besides these, were two schools at Bangalore of a special character, the Mutuchari school for children of pensioned European soldiers, (now St. John's District Schools), and the Tamil Hindu Female School.

How dealt with.

8. On the assumption by the State of the direct control of education, the following were the arrangements made as regards the schools above mentioned. The grant to the Native Educational Institution was continued, pending the establishment by Government of a Central College, whose place it meanwhile occupied. The outstation schools at Toomkoor, Shimoga, and Hassan were converted into Government schools, forming the basis of Divisional schools; His Highness' School at Mysore taking the place of a fourth. The grants to the other two schools were

allowed to remain unaltered at the special request of Sir Mark Cubbon, on the following grounds. "In the case of the Hindu Female School it was necessary" he urges "to afford prompt support to the originators of a movement fraught it is to be hoped with such important consequences and beset with so many difficulties. The pensioners (again) are an admirably behaved body of men, whose pittance of a shilling a day is hardly sufficient to procure food and raiment for their families, while it is in every respect very important, if only for the honor of our country, that their children should receive a good moral training."

Establishment of the Educational Department.

9. The first appointments made to the Educational Department were those of Captain Stephens of the Mysore Commission, as Director of Public Instruction, and of Mr. Frederick Green, Executive Engineer, as Inspector of Schools, in May 1857; and it was placed under the general supervision of the Judicial Commissioner. The earlier changes which took place in the personnel of these appointments may be most conveniently mentioned here, as they will not then interrupt the narrative of educational progress which follows. Captain Stephens resigned his appointment and retired from the Commission at the beginning of 1859. Major Brockman then officiated for several months, at the end of which Mr. Garrett, whose connection with the Wesleyan Mission had previously been severed, was appointed to the office. Mr. Green also resigned the service in January 1861. No successor was nominated in his place until July 1865, when Mr. Rice was promoted from the Principalship of the High School.

II. DEVELOPMENT OF THE SYSTEM.

Progress to 1860.

10. For the first two years little progress seems to have been made in extending education, owing doubtless, in part, to the state of public affairs at that critical period of Indian history. The number of pupils in all schools, including those in Coorg, did not exceed 1,600. At the close of 1858 the grant to the Native Educational Institution ceased, and the Government High School was commenced by Mr. Garrett. During 1859 it was affiliated to the University of Madras, and the central portion of the premises erected. A few days after the public opening in February 1860, Mr. Rice arrived from England to take charge as Principal. The official year

1859-60 was also the first in which applications for schools were received from various parts of the Province. In the original scheme it was designed to leave the initiative in the first instance with the people. Schools were only to be established in places from which applications for them were received, and an undertaking entered into that the prescribed fees would be paid. Should no such applications be forthcoming, the Government of India directed that the State should move in the matter by setting up a few experimental schools in those towns which appeared the most favorable for the purpose, in order that the public might be familiarized with the scheme. Should even this fail to draw sufficient attention to the subject of popular education, an official notice was to be published that no candidate would be eligible for any Government employment, of which the salary was Rs. 6 a month or upwards, who could not read and write his own vernacular. A powerful incentive, it was considered, would thus be provided for obliging the people to send their children to school. But matters never went to this length. During 1859-60 fifteen applications came in from different talooks. In the educational section of the report for that year Sir Mark Cubbon wound up with the following weighty words as to the aims of Government. "While the higher and more ornamental parts of education are by no means neglected, the greatest care is taken to store the pupil's mind with the knowledge which will prove most advantageous to him in his passage through life, and above all which will tend to reconcile him to his condition, and teach him to act uprightly and speak the truth."

Statistics from 1860—1863.

11. From that time forward the annual statistics submitted to Government will best elucidate the progress made up to 1863, when the Department of Public Instruction was separated from that of the Judicial Commissioner.

Year.	Government.		Aided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1859—1860	...	622	...	385	...	1,007
1860—1861	...	1,162	5	499	...	1,661
1861—1862	8	616	5	642	13	1,258
1862—1863	13	990	14	1383	27	2,373

The figures for the first two years include Coorg also, which will explain the apparent decline afterwards.

12. *Expenditure.*—The charges and receipts during the same period were as follows:—

Year.	Schools.	Charges to Government.	Total.	Receipts from—		Total.
				Fees.	Other sources.	
1859—60	Government.	19,764		874		874
	Aided ...	4,560	24,324	2,307		2 307
1860—61	Government.	17,837		1,232		1,232
	Aided ...	4,560	22,397	2,808		2,808
1861—62	Government.	18,900		1,581	936	2,517
	Aided ...	4,888	23,788	557	2,646	3,203
1862—63	Government.	29,729		2,124	1,393	3,517
	Aided ...	7,940	37,669	1,320	4,948	6,268

Normal and Engineering Schools.

13. The Normal School was opened at Bangalore, with English and Kanarese branches, in 1861; and in this institution most of the talook masters have received some training. In 1862 an Engineering School was established on the recommendation of Colonel Lawford, the Chief Engineer, with the view of supplying trained subordinates for the Public Works Department.

Graduation of the Schools in 1866.

14. During the five years from 1863-1868 the principal change to be recorded is the reorganization of the schools in 1866. On taking up the Inspectorship, towards the close of that year, I found an entire want of uniformity or system in the course of study pursued in the various schools. Each Head-Master pursued his own method of classification, and used whatever books he pleased that had not been formally objected to by the Judicial Commissioner, and changed either at will. The result was that a first class in one school might be only on a level with the fifth class in another, and neither the numbers of the classes, nor the lesson books, afforded any clue in determining what standard a school had reached. The first thing done was to select certain lesson books, and to restrict the Government schools to the use of these. The classification and course of study for each grade of schools were also fixed. For Anglo-vernacular schools six

classes were appointed, rising to the Matriculation standard. The pupils of Kanarese and Hindustáni schools were divided into four classes. The lessons to be studied in each class were laid down, and promotions could only be made by the Inspector after examination. Boys removing from one station to another on transfer of their fathers could thus take up their studies in their new place of residence just at the point where they had left them. The suitability of these arrangements has been amply verified by the general elevation of the standards of instruction throughout the Province, and by their adoption in most private schools as well.

Examination for Teachers' Certificates.

15. Attention was also given to the necessity of testing the qualifications of candidates for teacherships. It had been the practice previously to appoint students of the Normal School as masters, on the mere recommendation of the Head Master of that institution. There was no guarantee that a proper course of training had been completed. The Normal Master felt bound, for his own credit, to provide teachers whenever they were applied for, and men were sometimes appointed on the ground of general intelligence who had received very little training for their work. It was therefore made a *sine qua non* that the normal students, both English and Kanarese, should pass a final examination for certificates of qualification as teachers. In conjunction with these regulations an entrance examination was also appointed, in order to prevent the admission of insufficiently educated men, whose training would probably occupy a long time.

Changes in 1867.

16. In February 1867, Mr. C. Waters, M. A., who had been appointed by the Secretary of State, arrived from England and took charge of the High School as Principal. During the same year, owing to the increasing number of schools, the Province was divided into two inspection circles, and Mr. R. G. Hodson, Deputy Inspector of Schools, being made an Inspector, was placed in charge of the Second Circle. The University course, which had hitherto been confined to the High School, was in this year generally adopted, and the Matriculation lists contained the additional names of five aided and one Government school.

Statistics to 1868.

17. A table, similar to that previously given, is here inserted to illustrate the extension of education up to 1868.

Year.	Government.		Aided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1863—64	27	1,453	16	1,746	43	3,199
1864—65	36	1,792	28	2,581	64	4,373
1865—66	49	2,408	33	3,234	82	5,642
1866—67	55	3,037	36	2,769	91	5,806
1867—68	64	2,797	46	4,138	110	6,935

18. The financial statistics for the same period were as follows:—

Expenditure.

Year.	Schools.	Charges to Government.	Total.	Receipts from—		Total.
				Fees.	Other sources.	
1863—64	Government.	34,003		2,781	3,226	6,007
	Aided ...	10,180	44,183	1,887	4,979	6,866
1864—65	Government.	41,042		3,519	3,909	7,428
	Aided ...	13,296	54,338	3,201	20,646	23,847
1865—66	Government.	48,188		5,523	7,154	12,677
	Aided. ...	25,561	74,749	14,806	14,612	29,418
1866—67	Government.	52,757		5,781	9,927	15,708
	Aided. ...	28,228	80,985	* 6,722	18,168	* 24,890
1867—68	Government.	65,280		6,297	19,388	25,685
	Aided ...	30,245	95,525	16,166	25,843	42,009

III. HOBLI SCHOOL SYSTEM.

19. It fell to me in 1868, as officiating Director of Public Instruction, to draw up a scheme of education for the masses. It was at that time calculated that at least 200,000 boys of an age to go to school had no ostensible means of instruction. The system proposed was to establish a school for boys and girls in each hóbli or talook sub-division, the estimated number of hóblís being 645, with an average area of 41 square miles, and a population of 6040 persons. The masters were to be men selected from among the teachers of existing indigenous schools and trained for their work in normal schools, of which one was provided for each of the three Divisions. While under training every man was to receive a maintenance allowance of Rs. 5 a month, and on appointment

Outline.

* No returns for Bishop Cotton's School and Cantonment Orphanage.

to the charge of a school his salary was to be Rs. 7, with prospect of promotion. The schools were to be examined three times a year by Sub-Deputy Inspectors, of whom there was to be one for each of the eight Districts, and Local Committees of influential residents in each hóbli were further to exercise a general supervision. No fees were to be levied in the schools, but the education would be paid for by a cess. The people however were expected to build or provide premises as an earnest of their desire for the schools. Night classes were to be formed for the benefit of those who were unable to attend school during the ordinary hours of labor. Students in these classes were to pay a fee to defray the expense of lights.

Cost.

20. The first cost of the scheme was estimated at Rs. 66,420; to meet which a cess of one per cent was to be levied as the land settlement in each District was completed by the Survey Department. The amount available from this source, it was reckoned, would eventually reach Rs. 80,000, which would give the means of extending the scheme to villages if found advisable, and also of increasing the pay of deserving masters.

Results.

21. The great success of the hóbli schools has been acknowledged by all classes of authorities in the Province, as well as by the Government of India. Their establishment has been gradually going on all over the country, and during the past year the last remaining hóblis were occupied, making a total of 534 primary schools.

Statistics, 1868—73.

22. The statistics up to the present year are alone needed to complete this review.

Year.	Government.		Aided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1868—69	245	9,927	74	5,202	309	15,129
1869—70	337	11,364	78	5,773	415	17,137
1870—71	464	15,223	76	5,735	540	20,958
1871—72	603	17,735	90	6,466	693	24,201
1872—73	659	19,497	98	6,900	758	26,397

23. The expenditure on instruction year by year during the same period was as follows:—

Expenditure.

Year.	Schools.	Charges to Government.	Total.	Receipts from		Total.
				Fees.	Other sources.	
1868—69	Government.	89,827		6,434	12,472	18,906
	Aided ...	32,766	122,593	17,696	42,126	59,822
1869—70	Government.	106,949		7,905	16,578	24,483
	Aided ...	34,564	141,513	19,333	54,464	73,797
1870—71	Government.	121,088		9,868	* 29,322	39,190
	Aided ...	34,592	155,680	31,288	56,042	87,330
1871—72	Government.	134,867		10,869	* 54,614	65,483
	Aided ...	55,183	190,050	29,875	47,618	77,493
1872—73	Government.	137,855		12,138	*110,114	122,252
	Aided ...	41,109	178,964	28,546	48,679	77,225

24. On comparing the progress of education since this Department was established with what has been done in other parts of India, it will, I think, be admitted that Mysore has not been behind hand in contributing to the general improvement throughout the empire, and that while in the higher cultivation of English she has attained an honorable position, the promotion of instruction in the vernaculars has received particular notice and attention. The statistical returns will shew that taking all descriptions of schools together the pupils form one in 99 of the population.

General Results.

I. SUMMARY.

25. During the past year there have been in operation 757 schools, namely, 659 belonging to Government, and 98 aided. This shews an increase over last year of 57 Government and 8 aided schools, or 65 altogether. The number of unaided schools is reported to be 1,493. All the schools in the Province therefore put together there are 2,250.

Number of Schools.

* Includes Educational Cess.

Number of Pupils.

26. The pupils under instruction in Government schools number 19,497, and in aided schools 6,900, giving a total of 26,397, against 24,201 last year. The attendance in unaided schools is 18,075, making a grand total of 44,472 pupils in all schools.

Classes of Pupils.

27. Of the above, 41,875 are boys, and 2,597 girls, of whom 24,057 of the former, and 2340 of the latter are in Government and aided schools. Classified according to creed 22,127 of these are Hindús, 2,868 Mahomedans, and 1,462 Europeans and Eurasians.

New Schools.

28. Of new schools 47 have been established by Government in hóblis, making up the complement of one to each hóbli throughout the Province. The other new schools are 7 Hindustáni and 3 girls' schools. Fresh grants-in-aid have been given to 13 schools, a list of which will be found under the section on aided schools.

Description of Schools.

29. The number of schools falling under each grade with attendance is given in the subjoined list :—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Boys' Schools.				
Higher Class ...	7	1,524	5	832
Middle do ...	6	237	9	629
Lower { Talook ...	94	4,744		
Lower { Hóbli ...	534	11,958	55	3,269
Girls' Schools.				
Higher Class ...	...	...	3	310
Middle do ...	...	...	4	204
Lower do ...	8	209	21	1,584
Normal Schools ...	4	63	...	...
Special do ...	6	721	1	72
Total...	659	19,497	98	6,900

30. This Report has been made more general than usual, in compliance with the directions of the Government of India. Details regarding the various schools have been left to the Inspection reports, also in accordance with the instructions from the Supreme Government. The Inspection reports of the First Circle are with one exception my own, and circumstances have thrown the compilation of that appendix on me as well as the preparation of the Chief Report. Sections have been added on Literature and the Press, as directed in a recent Resolution. At the same time the headings formerly prescribed for Educational Reports have also been retained.

Plan of the Report.

II. CONTROLLING AGENCIES.

31. *Directorship.*—On the departure of Mr. J. Garrett to Europe on furlough, I was a second time appointed to officiate as Director of Public Instruction, (having previously held that position for a year and a quarter in 1868-69), and received charge of the office on the 9th of January.

32. *Inspectorship, First Circle.*—To the Inspectorship of the First Circle Mr. R. G. Hodson was transferred from the second. But no sooner had he taken charge of his new duties, on the 24th of February, than he was laid up with fever contracted in the Nagar Malnád. So great was the prostration induced by repeated attacks, that he was ordered to Europe by the medical authorities, and sailed from Madras on the 9th of May. In consequence of this unfortunate illness he was disabled from inspecting more than one single school in the First Circle, and several have, I regret to say, remained unvisited before the close of the official year. The vacancy in this Circle has yet to be filled up. Meanwhile the office work is attached to that of the Director.

Bangalore Mysore
Kolár Hassan
Coorg.

33. *Inspectorship, Second Circle.*—Mr. E. Marsden, B. A., Senior Assistant Master of the High School, in which capacity he had for some years rendered invaluable aid to the Principal, was selected to officiate as Inspector of Schools in the Second Circle, and took charge from Mr. Hodson on the 22nd of February.

Shimoga Chituldroog
Kadoor Toomkoor.

Redistribution of Inspection Areas.

34. The enormous multiplication of schools in the First Circle has raised the number under inspection by the Officer of that range to nearly 600, exclusive of those in Coorg. Effective supervision was no easy task, and it was only with great difficulty that annual visits could be extended into every portion of the Circle. As a measure of relief it is proposed to make the following re-arrangement. A Head Quarters Circle will be formed, of schools in Bangalore and in the north Bangalore and Kolár Districts, to be under the Director as Inspector General, assisted by a Deputy Inspector. The First Circle will have its head quarters at Mysore instead of at Bangalore, and include the Mysore and Hassan Districts, with the south Toomkoor and Bangalore Districts, and Coorg. The extensive and more sparsely populated area of the Second Circle will thus be slightly reduced by the transfer of the south Toomkoor District. At the same time its head quarters will be established at Shimoga, in the heart of the Nagar Division, in place of at Toomkoor, which is less than twenty miles from the eastern boundary of the Circle. These alterations, which will be readily understood from the statement below, are intended to relieve the present First Circle of an undue excess of work, and at the same time to enable more attention to be paid to the remoter and less advanced Districts connected with the Second Circle, where evidences are not wanting of an awakening interest in educational matters.

HEAD QUARTERS CIRCLE. *Office at Bangalore.*	FIRST CIRCLE. *Office at Mysore.*	SECOND CIRCLE. *Office at Shimoga.*
BANGALORE DISTRICT. *north and east, as follows:-*	MYSORE DISTRICT.	SHIMOGA DISTRICT.
Bangalore Talook	HASSAN DO	KADOOR DO
Nelamangala „	TOOMKOOR DO	CHITULDROOG DO
Dodda Ballápura „	*south, namely :—*	TOOMKOOR DO
Dévanahalli „	Honnavalli Talook.	*north, namely :—*
Hosakóte „	Chikkanáyakanahalli „	Síra Talook.
Anekallu „	Turivékere „	Maddagiri „
Sarjápura „	Kadaba „	Koratagere „
	Kunigallu „	Toomkoor „
KOLAR DISTRICT.	Huliyúrdurga „	
	BANGALORE DISTRICT. *south, namely :—*	
	Mágadi Talook.	
	Closepéte „	
	Chennapatna „	
	Kánakánahalli „	
	And Coorg	

35. *Inspection of Hóbli Schools.*—There have hitherto been eight Sub-Deputy Inspectors of hóbli schools, one for each Revenue District. But the work which fell upon those officials in the First Circle was so manifestly beyond their power to accomplish that additional aid was indispensable. For the number of schools in the four Districts referred to ranged between 92 and 81 in Mysore and Kolár, and 77 and 75 in Bangalore and Hassan, the inspection of which three times a year involved travelling over areas of from 3000 to 4000 square miles once in four months.

36. *Additional Sub-Deputy Inspectors.*—The complement of hóbli schools having been made up, the training masters hitherto employed in the preparation of candidates for village teacherships were therefore provided with inspection work. Two additional Sub-Deputy Inspectors were thus obtained for the First Circle, and the ranges of these Officers were redistributed as follows. To the Bangalore Sub-Deputy Inspector were allotted only the southern talooks of his District, and in the same way to the Kolár Sub-Deputy Inspector only the northern talooks of that District. The intermediate north Bangalore and south Kolár Districts were then formed into a new Bangalore-Kolár Junction range. In a similar manner a Mysore-Hassan Junction district was formed of the eastern Mysore and Hassan Districts, the western portions alone remaining under the old Sub-Deputy Inspectors of those Districts. Each Sub-Deputy Inspector in the Province has thus no more than from 50 to 60 schools to visit, or from 12 to 15 a month, a number for which he may fairly be held completely responsible. The following list shews the talooks which fall under each Sub-Deputy Inspector in the First Circle, alphabetically arranged. In the second there is one such officer to each District.

Bangalore District South.	Bangalore-Kolár Junction.	Kolár District North.
Anekallu	Bétmangala.	Ambájidurga.
Bangalore.	Dévanahalli.	Chikka Ballápura.
Chennapatna.	Dodda Ballápura.	Góribidanúru.
Closepéte.	Hosakóte.	Gudibanda.
Kánakánahalli.	Kolár.	Gúmnáyakanapálya
Kengéri.	Málúru.	Sidlaghatta.
Mágadi.	Mulabágalu.	Sríniváspura.
Nelamangala.		
Sarjápura.		

Mysore District West.	Mysore—Hassan Junction.	Hassan District West.
Chámarájanagara.	Ashtagram.	Arakalagúdu.
Gundlupéte.	Attikuppa.	Bélúru.
Heggadadévanakóte.	Chennaráyapatna.	Háranahalli.
Mysore.	Maddúru.	Hassan.
Nanjanagúdu.	Mallavalli.	Mahárájanadurga.
Periyápatna.	Mandya.	Manjarábád.
Yedatore.	Nágamangala.	Narasípura
Yelandúru.	Talakádu.	

37. *Sub-Deputy Inspector of Hindustáni Schools.*—During the last three or four years a great increase has taken place in the number of Hindustáni schools throughout the Province. As there is only one Mahomedan Sub-Deputy Inspector, it seems desirable that some addition should be made to this staff, in order that all the schools may be visited with sufficient frequency and regularity.

III. GENERAL FINANCIAL STATISTICS.

38. The entire expenditure on the part of Government amounted to Rs. 2,39,375, as per subjoined statement. The cost of direction was 5·7 per cent on the whole, and that of inspection 9 per cent. The additional expenditure from private sources in aided schools was Rs. 73,249, and in unaided Rs. 37,123, making up a grand total of Rs. 3,49,747 expended on education from both public and private funds.

Charges.

Charges.	Expenditure during 1872-73.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges	13,671	...
Inspection with its subsidiary charges	16,653	4,943
Instruction (including all educational expenditure not coming under the above heads).	1,55,653	48,455
	1,85,677	53,398

39. The receipts from all sources paid into Government Treasuries amounted to Rs. 1,22,252, composed of school fees Rs. 12,138, proceeds of book sales Rs. 18,520, and collections on account of educational cess Rs. 91,594. The receipts in aided schools came up to Rs. 77,225, of which school fees contributed Rs. 28,546. The income of unaided schools is set down at Rs. 37,123, the fees having yielded Rs. 31,242. By the addition of these various items we find that the receipts on account of schools of every description in the Province amounted to Rs. 2,36,600, of which Rs. 71,926 consisted of fees paid by the pupils.

Receipts.

40. An analysis of the expenditure on instruction in the different grades of Government and aided schools is given below:—

Analysis of Expenditure.

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds	From Local Funds.	From Imperial Funds.	From other Sources.
Boys' Schools.				
Higher Class ...	46,251	...	10,960	25,140
Middle Class ...	7,663	...	5,760	16,333
Lower { Talook ...	34,395	...	12,099	11,948
Lower { Hóbli ...	...	41,353		
Girls' Schools.				
Higher Class ...	...	...	4,040	7,170
Middle do ...	...	...	1,760	1,886
Lower do ...	2,878	...	5,890	9,970
Normal Schools ...	1,987	2,442	...	...
Special Schools ...	886	...	600	802
	94,060	43,795	41,109	73,249

41. The grants-in-aid for instruction from public funds during the year bore to the whole Government expenditure a ratio of 16 per cent. It may be useful to note here the amount awarded to the schools of each religious denomination.

Grants-in-aid.

Protestant.		Rs.
Church of England	.. ..	9,080
Do Scotland	.. ..	2,400
London Mission	.. ..	4,260
Wesleyan Mission	.. ..	8,706
Roman Catholic ..	.. ..	5,520
Hindu ..	.. ..	2,940
Mahomedan ..	.. ..	5,243
General ..	.. ..	960
	Total Rs.....	39,109
Building Grant ..	.. ..	2,000
	Total Rs.....	41,109

42. A systematic assignment of Local Funds to educational purposes is now under consideration. It was from the first intended that a cess to be levied upon all holdings should be applied to the support of the hóbli or village schools. But as its imposition did not take effect until a talook was surveyed and settled, all the charges for education were debited to imperial funds, and the collections from the cess, so far as imposed, credited on the other side of the account. It has however lately been decided to anticipate the completion of the revenue survey, which may occupy several years yet, and to impose in unsurveyed talooks a provisional cess of half an anna in the rupee on dry lands and double that rate on wet lands for local purposes ; abkári, sáyer and forest collections also contribute their share. Of these local funds 24 per cent is allotted to education, the income from which source is now sufficient to allow of the village schools being put on an improved footing as well as increased.

Local Funds.

IV. UNIVERSITY EXAMINATIONS.

43. The first candidate from the Mysore Province matriculated in 1863 from the High School, and during the ten years which have passed since then, it appears that 305 candidates have succeeded in the

Number of Candidates passed from the Province.

various examinations of the Madras University, according to the list in the margin, which is approximately correct.

Matriculation ...	228
F. A.	59
B. A.	13
B. L.	4
M. L.	1

M. A. Degree.

44. In the past official year one candidate for the degree of Master of Arts was prevented from appearing. Had he gone up there was little doubt of his success, as he was the first B. A. of his year.

B. A. Degree.

45. The degree of Bachelor of Arts was gained by three candidates as mentioned below, one of them being the first, and another the fourth on the list.

Second Class.

Position.				
1	Taylor, T. J.	Assistant Master,	Bishop Cotton's School,	Bangalore.
4	Krishna Rao, N.	do	Rájás' School,	Mysore.

Third Class.

2	Subbaiya, D.	Assistant Master,	High School,	Bangalore.

F. A. and Entrance Examinations.

46. The First Arts and Matriculation branch examinations were held at Bangalore as usual, when 166 candidates competed, of whom 24 were for the higher examination. The results are contained in the following lists, which shew the number of successful candidates from each school.

First Examination in Arts.

Schools.	Second Class.
High School, Bangalore	7
Rája's School, Mysore	1
Wesleyan Mission School, Mysore	1
Total.....	9

Matriculation Examination.

Schools.	First Class.	Second Class.	Total.
Government Schools.			
High School, Bangalore ...	1	9	10
District School, Shimoga ...	2	5	7
Rájá's School, Mysore ...	...	4	4
District School, Hassan ...	...	3	3
Do Chituldroog ...	...	1	1
Aided Schools.			
Native Educational Institution, Bangalore	...	7	7
Bishop Cotton's School, Bangalore...	2	3	5
Wesleyan Mission School, Mysore ...	1	3	4
St. Andrews' School, Bangalore ...	1	2	3
London Mission Institution do ...	...	3	3
St. Joseph's Catholic Seminary do ...	1	...	1
Total	8	40	48

Three other successful candidates in the Entrance examination were partly educated at the High School.

47. There is no doubt that these examinations have been the principal elements in directing the course of English studies for several years past. Important changes have from time to time been introduced by the Syndicate of the University, tending to increase the difficulty of the examinations and the expenses connected with preparing for and passing them. Notwithstanding, however, all the improvements made, it cannot be denied that disappointment awaits a large majority of the native youths who devote themselves, under the stimulus of public competition, to the prescribed course of study. They find themselves after years of patient, and often self-denying, effort, possessed of qualifications which can be turned to account and earn them a living only in certain

Influence of the University Examinations.

channels of employment, different from such as are theirs by birthright, and those already overcrowded with aspirants like themselves. Any modifications in the University course which should have the result of giving a broader basis and a more practical turn to the education of affiliated schools, should be welcomed by all who have watched the action of these effects. At present, the excessive amount of mere literature prescribed in the way of text books has, it must be admitted, a tendency to promote a pernicious system of cramming, while the practice of easy and natural composition and expression, such as are required for ordinary correspondence and conversation, is not attended to; even handwriting is neglected, and the power of making a good reciprocal translation into English or the student's vernacular is not acquired. Classical and as sometimes happens utterly useless allusions and quotations are cherished in the memory under a fictitious estimate of their importance, while many of the simplest facts of life and science are unknown.

College Classes.

48. The Mission Schools in Bangalore have resolved not to carry their standard of instruction beyond what is required for matriculation. Under the present regulations of the University two years must elapse between passing the Entrance Examination and the First Examination in Arts. This necessitates the formation of two F. A. classes in every school aiming at that standard. The expense of maintaining a sufficient staff for the instruction of these high classes is seen to be altogether disproportioned to the small number of students who are willing to remain at school until they pass, and to any beneficial influence it might be supposed to exert on the education of the junior classes. In the Government District Schools Matriculation is the limit prescribed. The High School and Rájá's School are the only ones that go beyond. Bishop Cotton's and St. Andrew's schools among aided institutions still lay claim to the higher range of study. The former maintains a college class even in the girls' school.

V. GOVERNMENT SCHOOLS.

49. The following table exhibits in the prescribed form the statistics of all the Government schools in Mysore.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average Daily Attendance.	Total Expenditure.		Fees and Book Sales returned to Government.
				From Imperial Funds.	From Local Funds.	
Higher Class Schools	7	1,375	1,209	46,251	...	17,853
Middle do do ...	6	222	186	7,663	...	1,193
Lower { Talook	94	4,106	3,457	34,395	...	5,719
Lower { Hóbli	534	11,958	8,935	...	41,353	...
Female Schools ...	8	209	192	2,878	...	55
Normal Schools ...	4	63	57	1,987	2,442	...
Other Schools for Special Education ...	6	721	718	886	...	177
	659	18,654	14,754	94,060	43,795	24,997

The total number of pupils on the rolls at the end of the official year was 19,497, being an increase of 1,762 over the number reported last year.

A. Schools of the Higher Class.

Number.

50. The Schools of the Higher Class educating up to the University Entrance standard, are seven in number, one situated at the head quarters of each District with the exception of Kadoor. The first of these, and the principal Government institution in the Province, is the Bangalore High School, which possesses college classes and prepares candidates for all the Arts examinations up to the degree of B. A. The Rájá's School at Mysore, one of the oldest institutions in the country, occupies the second place. Some college classes are maintained here also, but the staff of teachers is below the requirements of the school. Of the remaining five schools, which do not educate beyond Matriculation, those at Hassan and Shimoga are superior to the rest. The latter especially has made great progress in the last two years, as also the school at Chituldroog. Kolár and Toomkoor schools have not yet made good their footing in this grade.

51. The continuance of a college department in the High School as representing a Central College for Mysore and Coorg, is both in consonance with the original scheme of education and admitted to be necessary with reference to the importance of Bangalore. This is the capital of the Administration, and being connected with Madras by rail, much intercourse takes place between the educated natives of the two cities, the effect of which is to force on an emulation with the Presidency institutions, which include the most advanced in the south of India. An additional reason for maintaining the college standard is that nearly all the competing private schools of the higher class are located at Bangalore.

High School, Bangalore.

52. The success of the High School has been such as to justify the considerable expenditure incurred on it. The attendance has remained steadily at between 400 and 500 pupils for some years. At the same time the returns from fees have been continually increasing, so that out of Rs. 32—3—11, the total annual cost of educating each pupil, only Rs. 21—14—3 falls as a direct charge upon the State, a rate which is exceeded by the cost per head to Government of educating pupils in inferior Anglo-vernacular schools. The inference is that a really good school, with an expensive staff of masters qualified to impart the higher instruction of the college department, will be more resorted to and in the end cheaper than a school of inferior quality which, from presenting few attractions, is always poorly attended.

Cost of Education in the High School.

53. Among the pupils of the High School there is a preponderance of Brahmans, mostly connected with the families of Government officials, but an important European and Eurasian element also exists in the upper classes, together with a fair proportion of Tamils of the Modaliar and other castes which are largely engaged in the trade of the cantonment and contain some of the wealthiest members of the native community. In the present year a small body of Coorgs has been attracted to the institution, the majority of whom commenced their studies in the Central School at Mercara. Boys from the Anglo-vernacular schools of the Nandidroog Division, and even more distant parts, have

Classes of Pupils

entered to complete their education. Several of these receive scholarships, but the affiliation of the subordinate schools is not so systematic as was originally intended.

Rájá's School, Mysore.

54. The Rájá's School at Mysore arose out of the Free School maintained by His Highness the late Mahárájá, on whose demise it was taken over by Government. The desirability of keeping up a college department is advocated by the partisans of the native administration, Mysore being the dynastic capital and, next to Bangalore, from which it is eighty-five miles distant, the most populous city in the Province. Colonel Malleson, the Guardian to His Highness the present Mahá rájá, adopts the same view, and deprecates the lowering of the standard to that of the Entrance examination. To this opinion he has given practical expression by instituting scholarships for the subsistence, until they graduate, of students who may have the talents requisite for pursuing the advanced course of study. It would not be difficult with the scholarship allowances now belonging to the Rájá's school to connect with it as a collegiate institution all the Anglo-vernacular schools of the Ashtagram Division, the south of the country.

Vernacular Branches.

55. The Vernacular branches of the school are of high efficiency, especially the Kanarese. This department is not only the most numerously attended of all the Government Kanarese schools, although in immediate juxta-position with the English school, but has also reached a standard above that of any other.

School for Nagar.

56. The propriety of limiting the range of study in the remaining District schools to the standard required for Matriculation is, I think, beyond question, unless it be in the case of the one at Shimoga. This town is the head quarters of the Nagar Division, forming the north-western portion of the Province, and includes the greater part of the Malnád region which, in its population as well as in almost every other feature, differs from the remaining districts of the country. The distance of Shimoga from Bangalore, 171 miles, presents an obstacle deterring students from coming up for the University examinations, and for the same reason it might

be found difficult for candidates for higher teaching ordinarily to proceed to a collegiate school at Bangalore, though the recent experience as regards the equally distant and dissimilar Province of Coorg would seem to militate against this view.

Shimoga District School.

57. The progress of the Shimoga school under its present Head Master has been very marked, and the Chief Commissioner on the occasion of his late visit to the Nagar Division was, I believe, impressed with the important position it had taken up. The Inspector describes it as "the largest, best, and decidedly the most popular school in Nagar. Many of the pupils come from the most distant talooks of the Division for the benefit of the English education afforded." An F. A. class is at present carried on in behalf of students who have matriculated from this Division, but the general question as to forming a divisional school with collegiate department remains to be considered.

Physical Training.

58. It may not be out of place to state here that much encouragement has been given to promote physical training in native schools. The High School has a complete gymnasium, though it is not sufficiently used. The usual cricket matches, however, have been played with other clubs, and this game is now fairly established in the school. Annual public games have been started, under the designation of the United Schools Athletic Sports. These took place last year in the High School grounds, where the students of all the higher class schools in Bangalore, contended in the presence of a large number of spectators both European and Native. Money prizes were distributed to the successful competitors from a fund raised for the purpose by private subscription. The natives did not on this occasion come to the front so well as was expected: in fact it was only in a flat race that the prize was carried off by a native. But the novelty of the thing is perhaps sufficient to account for their shyness. At the Rájá's School attention has been given to cricket and other exercises, but some municipal works in the play ground have interfered. At Hassan the game of cricket flourishes with great vigour, and the school club has been much befriended by the late Deputy Commissioner Captain Hill. At Kolár a play ground has been formed on a piece of land presented by Mr. Krishnayengar, the Deputy Commissioner.

59. In concluding the section on the higher class schools the services of the following Principals and Head Masters may be acknowledged:—

Services of Heads of Schools.

Mr. J. Dunning, Principal, Rájá's School.
Mr. G. W. Haldwell, Head Master, Hassan District School.
„ D. Taylor „ Shimoga „
„ M. Clapham „ Chituldroog „

Of the High School I have made no mention, as the Principal, Mr. C. Waters, M. A., who has had charge of it since 1867, was very suddenly and unexpectedly compelled by ill health to leave the country in February. Shortly before this, the First Assistant, Mr. Marsden, B. A., had been promoted to officiate as an Inspector. The responsibility of the Principalship was thus thrown on Mr. J. v S. Pope, B. A., his successor, who had just joined the Department. His chief Assistant is Mr. C. Leonard, B. A., who has been four years in the school, latterly as Second Assistant Master. Though still further changes may be unavoidable, whereby the institution will remain in comparatively inexperienced hands, there is every reason to hope that matters can be so arranged as to ensure the maintenance of the high standard expected of this school.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	1,375	46,251	...	46,251	33-10-2	27—4—3

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
8,759	6—5—11	1,389	44	91	1524

B. Schools of the Middle Class.

60. Under this class are placed the inferior grade of Anglo-vernacular schools, situated with one exception in sub-district and talook head quarter towns. Seven were entered in last year's report, but the Jahagírdar's school at Yelandúru, being entirely supported from the revenues of the Jahagír, is not properly a Government school, though at one time it occupied that position. It therefore appears now among private schools, leaving six under this head.

Number of Schools.

61. The Chikka Ballápura School takes the lead, and its career has been generally satisfactory for two or three years past under the present master, Venkatapataiengar. The Chikkamagalúru School is at the head quarters of the Kadoor District, and was formerly graded as of the higher class. Owing to the low condition into which it fell it was reduced to the talook standard. The Inspector reports upon it far from favorably, and considers that a restoration to the superior grade with an efficient master would lead to a beneficial change. The locality is unhealthy to most people from the eastern parts of Mysore. Hence there is a difficulty in obtaining the services of a good master, especially as two who have been at the head of the school have lost their lives.

Chikka Ballápura School.

Chikkamagalúru School.

62. As to the general influence exerted by English schools of only inferior pretensions, I expressed my opinion in the Educational Report of 1870—71 that besides being disproportionately expensive they often tempt boys to enter upon a course of instruction unsuited to their prospects in life and at best very imperfect. But as a certain local demand for English in many talook towns does exist, which, in the absence of Government provision, is met by adventurers with the poorest smattering of the language, I am not sure that it would be unwise to take advantage of the feeling, and turn it to account for popularizing the schools both above and below this grade. I would, in other words, connect the talook vernacular school with the nearest talook Anglo-verna-

Proposals regarding inferior Anglo-vernacular Schools.

cular school, or, still better, mobilize the masters and open English classes for a limited period in the most promising vernacular schools. These English classes would in their turn prove feeders to the higher schools. In this way discrimination might be exercised in giving elementary instruction in English, and a remedy provided for the imperfections inherent in such a course of study conducted by native teachers. For there is a vast difference between appointing a master for pupils on whose behalf a spontaneous demand has been made, and a master's beating up for pupils in order to retain his place. The plan I propose would not involve an increase in the present staff of talook English masters but, with the same establishment, would be a means of infusing more animation into this class of schools.

Resolution of the Government of India.

63. In the Resolution of the Government of India on the Mysore Educational Report of last year, it is stated that the higher class schools seem to be interfering with the attendance at those of the middle class, an inference based on the total number of pupils in the latter being less than in the former. On this point it may be explained that the line which separates middle from lower schools is not so sharply defined as that which determines the grade of higher schools. If the lower class were to comprehend only those schools in which the elements of reading, writing, arithmetic and geography are taught, then would our talook schools be entitled to rank as of the middle class. For though often no higher in reality than many a neighbouring hóbli school they are yet professedly of a superior grade and have a higher course of study laid down, embracing history and geometry as well as elementary subjects. On the other hand, some of the higher class schools might warrantably be put down as of the middle class if actual results are considered. For with some of them it is as yet only the professed aim of educating up to the University Entrance standard that gives them a place in the higher rank.

Classification sometimes misleading.

64. Mr. Monteath's remarks on this topic, in his Note on the state of education in India, 1865—66, may also be quoted as shewing that the demarcation between the classes of schools is no where so rigid that an independent estimate can be formed of each without reference to the whole system of instruction and to the classes both above and below.

"Too much importance" he says, "must not be attached to the classification of schools, for apart from mere errors of classification it is obvious that any classification based on the standards up to which the various kinds of schools profess to educate must be more or less liable to mislead. An Anglo-vernacular school, for instance, may have a few advanced pupils preparing for the University Entrance standard entitling it to be ranked as a higher class school; but the great bulk of its pupils may be under education of a very much lower kind, and a considerable number may be under tuition of the most elementary character."

Explanation of Statistics.

65. Were therefore our low statistics for middle class schools recruited by taking in all those pupils from the higher class schools who have not reached a standard preparatory to matriculation, as well as all those now entered in the lower class who receive an education in the vernacular superior to that of village schools for the agricultural population, I conceive that a really fairer estimate might be formed of the extent to which instruction intermediate between the higher and the lower is imparted in this Province. It would delay the present report too long to remodel the statistics in the way suggested, but the data could be collected for the report of next year.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
6	222	7,663	...	7,663	34-8-3	31—7—5

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
637	2—13—11	215	11	11	237

C. Schools of the Lower Class.

66. With this class we come to purely vernacular schools, which are of two grades, talook and hóbli. These names have reference to the civil divisions of the territory. The talook is a well known Indian revenue district, corresponding to an English county. The sub-divisions of talooks are in nearly all parts of this Province called hóblis, but in the hilly regions to the west the names mágani and nád are more generally used. Hóblis again are parcelled into firkás, also called phut máganis, or, as they are termed in Manjarábád, mandes. The area of a talook may be set down as averaging 333 square miles and that of a hóbli 41 square miles.

The Grades of Lower Schools.

67. The vernaculars taught in these schools are Kanarese, Telugu, and Hindustáni. The first is the principal language of the country, and the medium of all official business. Telugu prevails in the north-eastern parts of the Province, principally in the Kolár District where it borders on the Cuddapah Zilla of Her Majesty's territories. It is also used by certain trading classes, as the Kómati and Telugu Banajiga castes. Hindustáni, in the form called Dakhani, is used by all Mahomedans, who form nearly five per cent of the population. No Tamil schools are kept by Government. This language is confined principally to the shop-keepers and camp followers of the Cantonment of Bangalore, and to the indoor domestic servants of Europeans. The Srí Vaishnava Brahmans use it in private conversation, but do not as a rule either read or write it. Mahráti in like manner is used only for private purposes by Mádhva Brahmans of the Uttaráji branch. Of the corrupt dialects spoken by Lambádís, Brinjáris, and other nomadic or wild tribes, it is unnecessary to make any mention.

Vernaculars of the country.

1. *Talook Schools.*

68. The number of these schools is 78. The instruction given in them aims at turning out thoroughly good Kanarese scholars, possessing a fair acquaintance with the literature and grammar of the

Curriculum of Kanarese Schools.

language in both the ancient and modern dialects, having a complete knowledge of Arithmetic, as well as of the elements of Mensuration and Geometry ; familiar with the leading facts of the histories of India and England, and with general Geography. Besides these subjects attention is paid to hand writing and to the native modes of correspondence, including the reading of manuscript petitions and letters. But the course is completely followed out only in occasional instances, being higher than the people are accustomed to or care about. The most popular studies are recitation of poetry, of the Amara (a Sanskrit vocabulary), the elementary parts of Arithmetic and the reading of manuscripts. These accomplishments being mastered, the pupils are as a rule withdrawn from school as sufficiently advanced for all practical purposes. Of the four classes therefore prescribed for talook schools, the first is seldom represented by any pupils. The second contains a small number. The third and fourth, especially the latter, are overflowing.

69. That the appointed course is higher than has generally been reached does not present itself to me as an objection to the course itself. On the contrary, the higher the aim, within reasonable limits, the more room there is for raising the standard of instruction generally. What is required is some powerful inducement to boys to remain longer at school that shall prove a counter-attraction to the desire for being early initiated into business at office or in the shop or farm, and to the home demand for the earnings of every pair of hands that can add anything to the family income. Such an incentive may possibly be found in the proposal made under talook Anglo-vernacular schools, that the prospect of obtaining an English master might be held out in those vernacular schools which have a sufficient number of proficients to warrant the bestowal of such an indulgence. The English studies would consist of little more than reading, writing and translation, taught as thoroughly as possible. In cases of superior ability a scholarship would carry the pupil to a regular Anglo-vernacular school, if he should require higher instruction in English.

Talook Kanarese Masters.

70. As previously stated, the Mysore School stands the highest amongst the Kanarese schools. The one at Hole Narasípura also occupies a high position. Many others, as the one at Nyámti filled with

Lingáyats are popular and doing good work. The masters of the talook schools have nearly all received training in the Normal School at Bangalore, and those appointed in the last six years have passed a final examination for teachers' certificates. In the case of schools in the Malnád there is difficulty in retaining good masters for them owing to the exigencies of the climate. Where men born and brought up in that part of the country are to be met with sufficiently qualified for a talook master's position they are gladly received. The Ságara School furnishes an instance in which a resident of the place was found after training suited to take charge of it, and he has been uniformly successful both in collecting pupils and maintaining a satisfactory standard of instruction.

Lingáyats.

71. The Lingáyats are perhaps on the whole the class of the population least amenable to the overtures of Government as regards education. This is not from a want of interest in the subject, for they assiduously support private masters in nearly every village where their sect predominates. But they are bigoted in their religious views, wedded to the use of certain sectarian books, heartily opposed to Brahman masters, suspicious of Government interference with their prejudices, and, being mostly engaged in trade and handicraft, indifferent on mercenary grounds to a higher education than is just sufficient for a petty shop-keeper. Their school-masters or aiyagalu, again, will not consent to receive a normal training for their office. Yet in spite of these drawbacks they have in some instances been brought to co-operate with energy in the scheme of Government education. At Dávanagere there used to be a very large Lingáyat talook school, and this it is hoped may be restored to its early prosperity now that a Lingáyat has been appointed as an Assistant master. Nyámati has already been mentioned. Special efforts will be made to conciliate this portion of the population, which is so numerous in the northern districts of the Province.

Telugu Schools.

72. It is unnecessary to say more about the Telugu schools than that the course of instruction is similar to that appointed for Kanarese. The masters have mostly been selected from private schools in the Telugu part of the country. The books used are those published by the Department of

Public Instruction, Madras. There is no doubt that instruction in Telugu is necessary in the north-eastern parts of the Province, as although there is much in common between Kanarese and Telugu, boys who speak only the latter cannot understand the former sufficiently to profit by lessons entirely in that language. The Telugu classes therefore adapt the talook schools better to the wants of the districts in which they have been opened and popularise them accordingly.

Hindustáni Schools.

73. The number of Hindustáni schools established by Government is twelve. The proportion which Mahomedans bear to the entire population of Mysore is only 4·7 per cent, but as they are more or less distributed over the whole Province and not collected together in particular districts, the number of schools designed for them can scarcely be limited to the same ratio. The difference between their language and that of the Hindús in Kanarese and Telugu schools is perhaps sufficient to account for the comparatively small number of Mahomedans, who take advantage of those schools. The same is the case with Anglo-vernacular schools, in which with few exceptions the masters are Hindús. At the same time it must be admitted that Mahomedans do not as a rule shew any eager desire to enter schools not specially established for their sect.

More required.

74. The principle appears to me a sound one that Government, in undertaking the education of the people, should provide juvenile instruction for every considerably numerous class of the population in its own vernacular, and not expect all sections of the people, however distinct from one another in speech or religion, to put their children under training conducted only in the official language. Hence the necessity for extension of Hindustáni schools comes prominently to notice now that the wants of the Kanarese race, who form the great bulk of the population, have been very generally met. This view is also I conceive in harmony with the instructions of the Government of India in a recent Resolution on the subject, in which approval is expressed of the action of the Administration in directing "that wherever the number of Mahomedans is sufficient to form a class or fill a school, there a class or school shall be established."

75. The course of study hitherto appointed has consisted of the most popular Persian and Hindustáni works, together with Arithmetic, History and Geography. For teaching the last named subjects, elementary books have been obtained from the Punjab and the North-West Provinces. But as the text books in literature were in many respects objectionable, from containing references and allusions which should be rigidly expunged from books for the young, and as the other little treatises have been found not altogether adapted to the wants of this Province, I have drawn up a revised list of lessons for Hindustáni and Persian schools, for the introduction of which a suitable series of books is now under preparation. Regarding these further details will be found under the head Book Department.

Course of Study.

76. At the same time that steps have been taken for providing an improved course of instruction in Government schools for Mahomedans, the training of teachers for that class of schools is receiving particular attention, of which some notice will be found in the section on Normal Schools. Not however to disconnect the teaching altogether from the present condition and future prospects of the country, all the candidates for teacherships are required to learn Kanarese, the language of the Province, and lessons in that language, so far as reading and writing it are concerned, will be given in Hindustáni schools. No argument is, I consider, needed to prove the desirability of instructing the large sect of the Mahomedans in the local vernacular, so far as to enable them to read and understand the orders of Government which are all published in it. Some prejudice must be encountered in carrying out this view, but its reasonableness will commend it to the enlightened few who can appreciate the efforts and expenditure of Government on behalf of their education, and it will in course of time become habitual.

Hindustáni Masters.

77. Looking to the increasing importance which will continue to be given to Mahomedan education, it appears to me imperative that inspecting officers should pass an examination in Hindustáni as well as in Kanarese, that they may be able to exercise an effectual control over all classes of schools under them. This is not a new opinion just formed,

Inspectors and Hindustáni.

but one forced on me by a survey of my work on being appointed to the Inspectorship, and which led me at once voluntarily to study the language until I passed, the only European in the Department who has done so.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
94	4,106	34,395	...	34,395	8—5—9	7—12—0

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
2,548	0-9-11	3,922	797	25	4,724

2. *Hóbli Schools.*

78. The whole of the hóblis in the Province have now been occupied, making a total of 534 elementary village schools in operation. As stated in the Resolution of the Government of India on last year's Report, "it is to the hóbli schools that the success of lower class education in Mysore is due." Considering that the longest established of them are not more than four years' old, their success is certainly gratifying.

Number of Schools.

79. To specify instances, the school at Mélkóta furnishes a good illustration of the part they are playing. This is a well known Brahminical seat of learning, and a place of great sanctity in the south, inhabited principally by Brahmans, many of whom are attached to the large temples of the place. An aided Sanskrit and Kanarese school

Specimen Schools.

exists for Brahmans, containing 101 students. Yet in this town of the twice-born the hóbli school has an attendance of 94 pupils, nearly all Súdrás, including 17 girls and 20 adult night students. The school in the suburban town of Ganjám, on the island of Seringapatam, may also be referred to as a model of a large and successful institution of this class. Turning to entirely rural districts, the schools at Tyámagondlu, Tirakanámbi, Gandashi, Dadánayakanapálya, Kalale, Jáginkere and many others, which I am personally acquainted with, might be quoted as instances of schools in every way gratifying. In these and numerous similar cases, which there is no space here to mention, it cannot be doubted that the ends for which the schools were established are being fulfilled.

Course of Lessons.

80. The teaching in these schools is entirely in Kanarese, except in parts of Kolár District, where Telugu is the principal medium of instruction, and in the north-west of Nagar, where a little Mahráti is added, in the country bordering on Dharwar. The course consists of reading, writing and the elements of grammar, arithmetic, and geography. So far as native methods can be suitably adopted they are made use of. Thus the lowest class, composed principally of what may be termed infants, spend their time in forming letters on sand, some with the fore-finger, some with the middle finger and others with the thumb, according to taste. The head boy of the class leads off by drawing a letter on the sand in front of him, at the same time pronouncing it aloud. All the others follow, repeating the letter in chorus and writing it down in the same way. In this sing-song fashion, which is both grateful to the ears of the villagers passing by as evidence of work going on, and pleasing to the boys, the whole of the alphabet and the tables of simple addition and multiplication are learnt. The boys next get a book, in which they meet with combinations of letters and learn to read words and easy sentences. At this stage they also write down words and figures with chalk on a black-board. Thus from grade to grade, through five classes, they rise to the top of the school. Promotions from one class to another are made only by the Sub-Deputy Inspector after his four monthly examination, whereby the thorough study of the lessons appointed for each grade is ensured.

Estimate of the Education.

81. It is not altogether surprising that but few boys remain till they get to the first class. When it is considered how handy they are at such an age for many field and out-door operations, as driving the cattle to graze, weeding, &c., it is easy to understand how their parents think more of the immediate profit to be obtained by their labor than of any ultimate benefit to result from having them highly educated. But there is also a popular impression that education unfits a boy for a farmer's life, and it must be confessed that experience furnishes them with not a few instances in which boys who have been over-studiously inclined have acquired, not so much an incapacity as, a distaste for pursuing the employments and career of their fathers. It is always gratifying to me, therefore, to see evidences to the contrary, and to draw particular attention to them. And I have had many opportunities of doing so when on riding across the fields I have encountered a late pupil of the village school driving a herd of buffaloes, or following the plough, or bearing home a load of firewood or straw.

Popularity of the Schools.

82. The examinations of the schools, especially by a European, are always popular seasons and attended by most of the villagers who are disengaged. They stand about the door-way or peer in through cracks or openings in the wall with every appearance of interest. Women congregate on the tops of such neighbouring houses as command a view of the school, moved partly by curiosity and partly by a hope of preventing any kidnapping, for the practice of which it is supposed that opportunity alone is wanted. It is a trying time for the master when with nervous anxiety he has unrolled the large map of the World before the eyes of the wondering spectators, and stands forth to examine his boys in its mysterious lines and figures. These are occasions when one is really brought into intimate contact with the people, though frequently at the cost of many personal inconveniences. The name *school* is now as familiar to the rustics in the remotest corners of the country as *court* and *jail* have hitherto been, and it is a common thing to hear the elders of the village, after one of the scenes above described, expatiating on the benevolence of the Government in taking so much trouble for the education of the inferior classes. Even the *Râma Râjya*, or traditional golden age of government under Râma, does not in this respect come up to it.

Hóbli School Masters.

83. The masters of the hóbli schools are for the great part professional village teachers, in whose families the office has been hereditary for some generations. These men have undergone a training for the positions they now occupy, to which they have been appointed only after passing an examination to test their fitness. Very many of them have devoted themselves *con amore* to their work, as the results shew. Others, generally not of the class of indigenous teachers, but sons of shánbhógs or connections or hangers-on of some village magnate, appear to regard their position as almost a sinecure, created by Government for its own ends or to please the authorities. Such men idle away a good deal of their time in the village choultry, or in attending at fairs or feasts in the neighbourhood, partly for gossiping and partly for gaining little profits in trade. When an inquiry takes place they allege a general want of interest in the school on the part of the people, and throw the blame of failure entirely on the apathy of the villagers. The story of their own exertions is amply supported by their connections the village officials. If a sturdy Gauda boldly states how matters really stand and accuses the master of neglect, his tale is plausibly explained away by the same petty authorities. Should the worst come to the worst the master is transferred to another station at a distance. Here also he finds means of of ingratiating himself with the officials, and intrenched behind their favor repeats the same course, feeling pretty secure of gaining the day when inquiry arises. Some of these men have now been got rid of. It was only from laxity in enforcing the safe guards I originally provided against their admission that they got in. My object in referring to these two classes is to draw attention to the inequity of continuing in both cases to pay them the same salaries. The man who has exerted himself in a praiseworthy manner to promote the interests of his school, and who is overrun with more boys than he can teach, gets no higher reward than the malingering idler who, keeping together eight or ten boys for show at examination, wastes the most of his time. So strongly have the men felt the disappointment of not being promoted as they had every reason to expect that some have been forced to resign. For it should be remembered that the modest stipend of seven rupees is only sufficient for the support of a young man who has no encumbrances. When he has established himself by his exertions in a place and taken to himself

a wife, he finds this pay quite inadequate for the support of a growing family. It is time therefore that the men should be graded and have some rules of promotion. The hóbli schools being now established every where a good opportunity presents itself for considering this question.

Inspection of Hóbli Schools.

84. On the inadequacy of the inspecting staff for village schools some remarks have already been made in a former part of this report, and the remedies proposed have been described. In the Resolution of the Government of India the subject is also alluded to. I trust in the ensuing year that a more effectual control may be exercised over these schools, but nothing will so powerfully strengthen the hands of all concerned as holding out to the masters some inducement to regularity and exertion.

Attendance at the Schools.

85. The attendance at the schools has not increased quite in the ratio of the schools. For this there are several reasons. One is that the most populous villages having first been occupied those more recently taken up have had a smaller contingent of pupils to send to school. The flagging of exertions occasioned by the absence of a systematic plan of rewards has also had a serious effect. In the present year some exceptional causes have tended to reduce the general attendance, among which I may specify the epidemic of dengue fever, which has been very severe in the Mysore District, as well as small-pox in other parts.

Girls in Hóbli Schools.

86. On the question of female education there is much diversity of opinion among the rural population. Many are entirely opposed to it. Others, who consider it desirable, object to sending girls to the same schools with boys. The remainder who are not deterred by either of these considerations form a small minority. Hence the number of girls at the schools is disproportionately few. It is not however desirable that the matter should be pushed on in advance of the peoples' views regarding its utility. It is better to leave the education given to their boys to produce its natural effect in familiarizing all ranks with school training, until it becomes as much a matter of course for girls as for boys.

87. These consist of young men who are during the day occupied with manual labor in the fields, but who are willing to give an hour or two in the evening to learn to read and write. The class is apt to fluctuate according to the seasons. For in the period for general ploughing and sowing, and at reaping time when the grain has to be watched all night, farmers and farm laborers have little time to spare from their immediate occupations. Such opportunities however as are afforded by the school are thankfully availed of and appreciated in many of the agricultural districts.

Adult Night Students.

88. The Chief Commissioner in reviewing the Educational Report for last year, acknowledged that the proposed number of hóbli schools could not be said to adequately meet all the requirements of the Province in respect to primary education, and that a very considerable addition would probably require to be made to it at no distant period. The case is even stronger, for the sanctioned number of schools was based on the number of hóblis existing at the time the scheme was proposed. Those of the Nagar Division had not however at that time been reorganized. The effect of the reconstruction since carried out has been to reduce the list in that part of the country, and consequently the number of schools provided for it under the former system. It is in the other two more populous Divisions however that the need is most felt of additional schools. The Deputy Commissioners of the four Districts in the First Circle have recommended the establishment of 277 new village schools, 238 Kanarese and 29 Hindustáni, while the Deputy Commissioners of the four Districts in the Second Circle have put down only 52 as the number required in addition to those now established. This shews the extent of the demand as well as the quarters from which it arises.

Extension of Village Schools.

89. The necessity for assistance to many of the present masters by the appointment of pupil teachers may also be prominently brought forward. Such schools as Tyámagondlu with a steady attendance 70 pupils and only one master, Bidadi with 60, and many others might be cited as instances. It is futile to expect much advance

Pupil Teachers.

in the standard of education while the best school masters are overworked to the extent of having no assistance in teaching so large a number of pupils, divided into four or five separate classes. On an average it may be said that 30 boys are as many as one master can undertake to teach efficiently. The people are well aware of this, and often withhold their children because there is only one master in the school to a large number of pupils, and then start a school of their own on seeing no prospect of Government making the necessary provision.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.
		Imperial Funds.	Local Funds.		
534	11,958		41,353	41,353	3—7—11

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
...	...	11,542	405	11	11,958

D. Female Schools.

Popular feeling on the subject.

90. That a favorable feeling towards female education is on the increase there is abundance of evidence. The classes most friendly to it, so far as I have observed, are the Srí Vaishnava Brahmans and the Vartakas or merchants, with some other trading castes. To these I may add the Jains, of which sect a goodly number of girls lately joined the Hassan School. The pupils are some as young as five years' old, while the eldest are not above eleven. The great majority are little more than infants. It is not easy to enforce very strict discipline in these schools. The whims of the girls have to be considered, and the general management accommodated to the wants of complete childhood. The parents at the best hardly look upon the education of their daughters as a very

serious business, and are content to let them go to school or stop away according to their changeable inclination. When the girls take a fancy to the school they are generally very punctual and regular and learn more quickly than boys of the same age. The aim of the instruction given is to teach them to read and write well, and to do ordinary sums in arithmetic. They also learn geography.

Particulars of Schools.

91. The Bangalore School has been well attended during the year. The Chintámani and Mágadi Schools, containing merchants' daughters, continue satisfactory. A very promising school has sprung up at Sidlaghatta. The entire number in operation is eight, which will be added to during the ensuing year.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
8	209	2,878	...	2,878	13-12-4	13—11—8

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
17	0—1—3	238	4	...	242

E. Normal Schools.

General Normal School.

92. The importance of these institutions cannot be overrated when viewed in connection with the mischief and annoyance occasioned by incompetent and untrained school masters. I am not disposed to lay too much stress on what can be done by normal training, as if it could make up for defects in disposition and character which unfit a man to be an instructor of the young. But looking on teaching as a profes-

sion, there is more ground to expect satisfactory results from the labors of a tutor who has received special preparation for his work than, other things being equal, from the unsystematic efforts of one who has not been so trained. But as the school master's is not a popular calling, it is only in rare cases that the raw material presented for elaboration in the candidates who join a normal school is entirely suitable for the purpose. And even in such instances if the training should turn out an accomplished teacher, other Departments with more attractive and lucrative prospects generally derive the benefit. It has therefore been found, not alone in this Province but in other parts of India, that the Normal School becomes a sort of refuge for the destitute, where young men are paid for being educated. If they have good abilities they soon obtain qualifications which ensure them employment in any Department. The residue, namely those who are slow and backward, perforce remain to be made the best of.

93. In order to check this state of things, every student of the Normal School was required to sign an engagement that he will serve in the Department for five years or refund the money he has received in stipends. But this does not effectually prevent desertions, as a young man with good prospects can easily raise the money which he forfeits by leaving the Educational Department for another. For the remaining students a final examination was appointed, without passing which, and gaining a certificate of qualification, they could not be appointed as masters. But here again students sometimes preferred to fail purposely in the examination and stay on for another year or two in Bangalore, trusting that chance might turn up something in their favor, than pass and take up an appointment in a station distant from home and perhaps unhealthy. I have no doubt myself that the Normal School should from the first have been periodically transferred from one District to another, and not kept stationary in Bangalore. Each part of the country would thus have obtained masters accustomed to its climate and ways of living, and probably belonging to the class which was locally the most numerous. But as the case stood the temptation of the stipend was too strong not to attract many poor boys belonging to Bangalore, who having obtained masterships in the remoter parts of the country are continually laid up with fever, requiring sick leave, intriguing for transfer to the neighbourhood of home, and generally miserable and uninterested in their work.

94 The sanctioned number of District and Talook schools having been established, the English and Kanarese Normal Schools were closed. But I am of opinion that a Normal School located from time to time in the different Districts is a desideratum, into which those of the existing masters who stand most in need of instruction and training might be required to enter for a period. Some local volunteers might also be received as students, to be taken into employ if the others should not make satisfactory improvement. In this way the evils which have resulted from the want of forethought at the beginning may gradually be remedied, and the Department generally rendered more efficient.

Hindustáni Normal School.

95. Every effort has been made for the improvement of this school, and the teachers who have gone out from it have done remarkably well. Six students gained certificates of qualification as teachers at the inspection held in October. With the view of imparting a higher course of instruction in mathematics, history and geography, a Mahomedan who has passed the First Arts Examination of the Madras University has been engaged to assist the Head Master. A practising class composed of Mahomedan boys has also been opened for the benefit of the students under training.

Training Schools for Hóbli Masters.

96. The three schools established for this purpose were all located in the Nagar Division, where alone there remained vacant hóblis to be supplied with teachers. The Nandidroog School was stationed at Chellakere, the Ashtagram School at Tírthahalli, and the Nagar School at Dávanagere. From the three schools 52 men were passed as qualified for the position of village teacher. The 23 who were trained at Tírthahalli are reported to have been as a whole superior to those who were under instruction in the other two schools. The training masters have been provided with inspection work since the final examination in February, as previously described. But I am under the impression that one, if not all, of these training schools will have to be maintained in a manner similar to that proposed for the General Normal School and for a like purpose. An opportunity will thus be afforded for supplementing defects in the training the men have already received, which, although it was superior at the time of their appointment to any training that village teachers

had ever previously been placed under, is in many cases insufficient to enable the men to carry their pupils on to the highest class. Should the extension of village schools be determined on the re-opening of one or more of the training schools will be indispensable.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.
		Imperial Funds.	Local Funds.		
4	63	1,987	2,442	4,429	70-4-9

Fees.		Pupil.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
...	...	36	35	...	71

F.—Other Schools for Special Education.

1. *Engineering Schools.*

97. This class forms a branch of the High School, and is attended by twelve students, of whom five are natives. On the resignation of Mr. Beveridge, who had been connected with the institution for several years, Mr. J. Conquest, B. A. was appointed to the charge, and is reported by the Principal to have exerted himself for the advancement of the students in their professional training.

Engineering Class, Bangalore.

98. Three students lately underwent examination for the Surveyor's Test by papers sent from the Civil Engineering College at Madras. They have each obtained a third class certificate on condition that the survey of a square mile of town and country, on which

Surveyor's Test.

they are now engaged, is satisfactorily completed. The other subjects in which they have passed are Chain and Compass Surveying, Levelling, and use of the Theodolite. In the Traverse examination they did poorly.

Engineering Class, Toomkoor.

99. This class is attached to the Toomkoor District School, and conducted by the Head Master, Mr. Birch, who has received some training in the Civil Engineering College at Madras. There are 13 pupils who are instructed in surveying and plan drawing. A supply of apparatus from the Engineering School has lately been granted for the use of the students, and it is hoped that this will enable satisfactory progress to be made during the ensuing year.

Engineering Pupils from Chikka Ballápura.

100*a*. Several pupils of the Chikka Ballápura Anglo-vernacular school were, on the application of Mr. Target of the Irrigation Department, recommended by me a few months ago for the purpose of being trained in his office as Surveyors. I am glad to say that all have turned out very well and made rapid progress. Two are now admitted into full employ as Surveyors, on a salary of Rs. 30 a month, another gets Rs. 20.

2. *Jail Schools.*

Instruction of Convicts.

100. The instruction of convicts was first attempted in the Central Jail at Bangalore, and the results have proved sufficiently encouraging to lead to a copying of the example in other prisons. Classes are accordingly now held in the Jails at Mysore and Shimoga, as well as in the one at Bangalore. The entire number of convicts receiving instruction in these three stations is 696, of whom 635 are Hindús, 20 Mahomedans and 41 others. As stated in last year's report the attendance at the classes is quite optional. There is no compulsion used and but few inducements are held out. The lessons are never allowed to interfere with the work hours, but are found a profitable and useful way of filling up the last 30 or 40 minutes of the day previous to locking up. They have a good effect in promoting order and in giving some employment to the

mind, which in men situated as many of the convicts are is apt to deteriorate or become weak.

101. Dr. Henderson, the Superintendent of the Central Jail, has favored me with the following particulars regarding the institution under his charge.

Central Jail, Bangalore.

"The education is carried on in small classes taught by convict monitors under the superintendence of the jail school masters. The subjects taught are only reading, writing and arithmetic, with a little geography and history of India. The results, although not very great absolutely, are yet very satisfactory and creditable taken in connection with circumstances. During last year 121 men were released who had learnt to read and write in the jail. This in itself is a proof that the classes are pretty well looked after and are taken advantage of, and that probably as much is obtained from them as could fairly be anticipated. For it is not to be expected that men of grown years and of habits such as criminals have possibly acquired will prove quick or ready learners in this respect. But even if they do but make a beginning in the jail it cannot fail to give them some mental stimulus and to raise the nature of the man.

102. "In no place probably is there a greater necessity to offer some small particles of learning, for out of 722 admissions only 43 could read and write, and as many of them make a prolonged stay in the jail and are yet young men, it cannot but be felt in some respects a duty, as it is doubtless good policy, to make some endeavours to diminish this extent of want of education.

103. "It is not known whether the men keep up or make efforts to increase their knowledge after release, but it is a very usual request among them on release to ask for a book to take with them to enable them to do so, as well as probably to shew off their wonderful acquirements before their relatives and friends.

104. "In the Juvenile Prison educational measures are more extended and have produced very fair results, but the short time most of the boys are in for prevents their being carried to any length upon

Juvenile Prison.

the path of knowledge. Some who have been for a longer time have acquired a very fair amount of acquaintance with the three Rs as well as geography and history, and also committed to memory most of the hymns in the Padya Sára.

Female Convicts.

105. "Among the females something educational is also being done by having a woman to come and read to them and to teach them three times a week for half an hour, but I regret to say much progress has not been made, so that the soil offered is not favorable for experiments in the higher education of women."

Children of Criminals.

106. What may be the extent of the known criminal population of this Province I am not aware, but in connection with the foregoing remarks by Dr. Henderson, and the interesting effects produced upon the adult convicts in jail by the little teaching they receive, it appears to me that special provisions for the instruction of the children of criminals undergoing imprisonment would be entirely in accordance with the maxim that 'prevention is better than cure.' The subject has I believe received attention in England, although the Ragged Schools there have for years provided resorts for those of that class who are willing to learn. Much has no doubt been written and said as to the comforts and even luxuries of convicts under the modern system of jail administration, and the proposal I refer to will as surely be regarded as one for providing for their families as well, but, viewed in the interests of the public, it seems a question deserving of serious consideration if it holds out a reasonable prospect of leading to a reduction in the numbers of the criminal classes.

VI. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

107. The following table shews the number and description of schools receiving grants-in-aid from Government:—

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average Daily Attendance.	Grants in-aid given by Government.	Expenditure from all sources other than grants in-aid given by Government.	Fees.
Boys' Schools.						
Higher Class ...	5	789	682	10,960	25,140	15,332
Middle „ ...	9	549	506	5,760	16,333	2,417
Lower „ ...	55	2,944	2,505	12,099	11,948	1968
Female Schools.						
Higher Class ...	3	284	280	4,040	7,170	6,854
Middle „ ...	4	191	175	1,760	1,886	1,786
Lower „ ...	24	1,400	1,184	5,890	9,970	189
Normal Schools ...	...	...	...	...	...	...
Other Schools for Special Education .	1	72	72	600	802	...
Total...	98	6,229	5,404	41,109	73,248	28,546

108. The following new grants were made during the year :—

Changes in Grants.

	Rs.
London Mission Boys' School, Anekallu ..	15
Saint Paul's Mission School, Boys,' Bangalore	10
Do do Girls' do ..	10
Wesleyan Mission Boys' School, Kadaba ..	10
Do Girls' School, Toomkoor ..	15
Hindustáni School, Holé Honnúru ..	10
Do Chennagiri	10
Do Mágadi	15
Do Dávanagere	10
Do Másti	10
Do Kannúru	10
Do Nelamangala	12
Do Hindiganál	10
Building grant to the Chatur Véda Siddhánta Sabhá Seminaries	2,000

The undermentioned grants ceased—	Rs.
Saint Barthòlomew's School, Mysore .	40
Hindustáni School, Closepéte	10

109. The grant-in-aid rules were revised for the purpose of introducing clauses relative to building grants. A copy of the new rules as sanctioned by the Government of India will be found in the appendix.

Grant-in-aid Rules.

A. Aided Schools of the Higher Class.

110. Of the five schools falling under this head four are located at Bangalore, which, it should be remembered, consists of two almost independent portions nearly two miles apart, namely, the original native town of Bangalore Proper, containing the Péte and the Fort; and the Military Cantonment, with extensive bazars, shops, offices, and all the outgrowth of such a settlement, besides an entire quarter occupied by pensioned European soldiers and their families. The salubrity of the climate which has led these veterans to establish themselves here also attracts a large body of private European residents. The remaining school is at the city of Mysore, the residence of His Highness the Mahárájá. Two of the former are designed for Europeans and Eurasians, of which Bishop Cotton's School is conducted on Church of England principles, while Saint Andrew's School belongs to the Church of Scotland. The other schools are established for natives. Of these, the Native Educational Institution and the school at Mysore are connected with the Wesleyan Mission, the third is the London Mission Institution.

Locality of the Schools.

111. The number of students from the schools that passed the University examinations has already been given under that head. Bishop Cotton's and Saint Andrew's profess to maintain a College Department up to the standard of the B. A. degree. The Mission schools have adopted the Entrance examination as their highest standard. It is sufficient here to say that all are making satisfactory progress. Further details may be gathered from the Inspection reports. The new buildings erected for Bishop Cotton's Schools were completed and occupied during

Principal Features.

the year. After all the vicissitudes through which this school has passed since its foundation, it is very encouraging to observe its present prosperous condition, as Bangalore offers in many respects a particularly suitable field in which to carry out the views proposed by the late Bishop Cotton and adopted by Lord Canning. Each of these higher class aided-schools has now commodious premises of its own.

Lawrence Military Asylum Commission.

112. Mr. Lawrence, the Secretary to the Lawrence Military Asylum Commission, came to Bangalore last year and visited several of the Higher and Middle Class European schools. His inquiry embraced two important questions among others, namely, the part taken by Local Committees, where such existed, in the general management of the institutions, and the extent to which the schools were self supporting. On the latter point it will be seen from the tables that the cost to the State of educating each boy in Bishop Cotton's School is Rs. 37 a year out of a total expenditure of Rs. 101 a head ; in Saint Andrew's Rs. 38 against Rs. 87 ; in other words, Government pays 36·6 per cent of the expense of instruction in the former and 43·6 per cent in the latter. The following shews the proportion of expense borne by Government in the principal aided-schools for European and Eurasian children, except Saint Andrew's given above, including the branch schools for girls and infants.

Bishop Cotton's Schools	.. 34	per cent.
St. John's District Schools	.. 56	,,
St. Joseph's Catholic Seminary	39·6	,,
Cantonment Orphanage	.. 16	,,

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	789	10,960	25,140	36,100	45-12-0	13-14-3

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
15,332	19-6-11	595	11	226	832

B. AIDED SCHOOLS OF THE MIDDLE CLASS.

113. The nine aided-schools of the middle class are all but one situated in different parts of Bangalore, six of them being designed for European and Eurasian children. Saint John's District Schools for Protestants, and Saint Joseph's Seminary for Roman Catholics, are in the European Pensioners' Lines in the extreme north. Miss Ferguson's School and Saint Patrick's Seminary for the same classes respectively are in Súle, a large suburb to the east. The first named is a mixed school containing about an equal number of boys and girls. The Cantonment Orphanage is in the same neighbourhood. The Ordnance School is in the Fort, which lies to the extreme south and beyond the native town. The school is intended for the children of artificers employed in the arsenal.

114. Of the schools for natives, the London Mission schools in the Cantonment and at Alasúru are popular and useful institutions. The Jahagírdar's School at Yelandúru in the Mysore District is now in receipt of a grant in-aid, and may be included in this section. I have already noticed at length the condition of the middle class schools under Government Institutions.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
9	549	5,760	16,333	22,093	40-3-10	10-7-10

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
2,417	4-6-5	309	13	307	629

C. Aided Schools of the Lower Class.

115. There are 55 schools coming under this head, of which number 27 are Hindustáni, 14 Kanarese, 6 Sanskrit, 4 Tamil and Telugu, and 4 Anglo-vernacular. From these figures it will be seen that among natives the Mahomedans have taken the most advantage of the grant-in-aid rules. The majority of the Kanarese schools belong to the Wesleyan Mission, while those of the Anglo-vernacular class are Roman Catholic.

Classes of Schools.

116. Most of these schools are similar in character to the Hóbli or Village schools, and it appears to me that some special system of aid to them, perhaps from Local or Municipal Funds, could be better adapted to their circumstances than the grant-in-aid rules, which have principally in view institutions of a higher class. It will be easily understood by any one practically acquainted with the application of these rules to the inferior classes of schools, especially those under native management, that the receipts from private sources upon which grants are based are extremely unreliable. A more suitable method of dispensing aid would hold out fewer temptations to fabricate returns or accounts. The payment by results is a system adopted in certain parts of India which appears to offer some advantages in dealing with the kind of schools now mentioned, but it is perhaps troublesome and too mechanical.

Special Grant-in-aid Rules required.

117. Nearly all the Hindustáni Madrasas follow the course appointed for Government schools, with the addition of a few religious books. But in some schools whatever books the boys happen

Hindustáni Madrasas.

to bring with them are used for reading from, and I regret to say that occasionally these have been found to be of the most objectionable character. Erotic poetry is the great delight of the Mahomedans everywhere. When the school books now under preparation for a revised course of study in Hindustáni and Persian schools are ready, their use will be insisted on alike in Government and aided-schools.

Sanskrit Schools.

118. The Sanskrit schools hardly fall in the same category with lower class schools intended for the masses; but it has been the practice to classify them with other purely vernacular schools. They are attended entirely by Brahmans, some of the students being not less than thirty years of age. The teachers are pandits of established reputation. The studies commencing with the Amara Kósha or Básha Manjari, are carried on through the Raghuvamsha or Kumára Sambhava, followed in a higher grade by the Mágha and Naishada, until the abridgments of the Rámáyana and other poetical works, termed the Champu Grantha, are mastered. Plays or Nátaka, such as the Sákuntala of Kálidása, are then studied by some of the students, others go through a course of Tarka or logic, and a third set enter upon the intricacies of Vyákarana or grammar, with the aid of the Lagha Kaumudi or the Siddhánta Kaumudi. Most of the schools are admirably conducted, and are really seats of learning in which one may encounter the best intellects among the rising generation. The scope of the studies is however too confined in being limited to language alone. An attempt has been made with success to introduce mathematical and other subjects into some of the schools.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
55	2,944	12,099	11,948	24,047	7—7—9	3—6—11

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
1,968	0—10—8	1,792	1,333	144	3,269

D. AIDED FEMALE SCHOOLS.

Higher Class.

119. There are three Female schools of the higher class receiving aid from Government, all in Bangalore. Bishop Cotton's Girls' School has been more closely associated with the Boys' School, and both departments are now under one head. A college class has in consequence been formed for the advanced pupils, in which Latin, Euclid, and other subjects not generally introduced into girls' schools are taught. Of the propriety of such a course of study in the present case I confess that I do not feel sufficiently convinced. It would no doubt be a valuable training for a normal class, composed of young ladies who entered it with the avowed object of becoming governesses or school mistresses. But such I imagine is destined to be the lot of but few among those now in the college class, and perhaps of not a single one by choice. Under these circumstances I should be disposed to recommend a reconsideration of the matter and the directing of attention to subjects of more immediate practical importance in private families, a knowledge of which is essential to the mistress of a house whatever class of society she may belong to.

Middle Class.

120. Saint Bartholomew's School at Mysore was closed in October, as it was found by the chaplain, Mr. Wyneh, impossible to obtain a satisfactory attendance. This leaves Saint John's Girls and Infants' Schools and Miss Ferguson's, which are all doing excellent work.

Lower Class, Kanarese.

121. Among the Vernacular Girls' Schools special prominence may be given to those for Kanarese girls, connected with the London and Wesleyan Missions. The former body have five schools in different

parts of the native town of Bangalore attended by 489 pupils. The schools are under the management of an English lady, and are conducted with great success. The Wesleyan schools are principally in the city of Mysore, where a corresponding influence is exerted on the female population. The Shethalli Catholic School is much appreciated by the girls of the agricultural classes in the neighbourhood.

Tamil.

122. The Caste Girls' School at Alsúru and the Hindu Female School are in every way satisfactory. The former is attached to the Wesleyan Mission, while the latter is under the management of a Native Committee.

Hindustáni.

123. Many allowances must undoubtedly be made for the two Mahomedan female schools, both in Bangalore, one being in the Cantonment and the other in the Péte. A certain proportion of the girls in each school have learnt to read and cipher accurately. Instruction in writing is looked upon as dangerous. It is to be regretted that needlework and embroidery have been set aside owing, it is alleged, to want of funds. It behoves the Mahomedans to bestir themselves in an especial manner for the better support of these schools now that Government is making such liberal concessions to them in the matter of education.

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
28	1,875	11,690	19,026	30,716	16-14-7	6-3-9

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
8,829	4-11-3	1,437	135	526	2,098

E. Private unaided-schools.

Statistics.

124. From returns received from the Deputy Commissioners of Districts and from Missionary Societies it is gathered that there are 1,493 private unaided-schools in the Province with an average daily attendance of 18,075 pupils. The number of Hindu schools is stated to be 1,377, of Mahomedan schools 61. The income of all the schools from fees and every other source amounts to Rs. 37,123 a year. From these figures we derive an average of 12 pupils to a school and an income of Rs. 24—13—10 a year. Though the former may not be far wrong, the latter is probably below the truth.

Comparison with 1865.

125. In 1865 a native Sub-Deputy Inspector travelled over the whole of the country on an inquiry into the number of indigenous Hindu schools, and furnished a statement for the whole Province of 1,602 schools with 22,648 pupils, yielding an income of Rs. 7,121 a year. Since that time therefore we are left to conclude that notwithstanding the great impetus given to education among the rural classes 225 schools have disappeared, and that at least 6,200 pupils have been absorbed into the Government schools. At the same time the profits of private teachers have risen in the ratio of 1 to 5½ Rs. These deductions must be taken for what the data are worth.

Indigenous Schools.

126. These schools are of various kinds and degrees of efficiency. The most common are those established under the patronage of some influential man. An agreement is made with the master for a certain period, two or three years as the case may be, in which time he undertakes to teach up to a certain standard the boys of his patron or any others whom his patron may send to the school. An advance is made of a great part of the salary agreed upon, whereby the master is bound down to the engagement. The pupils at the end of the course should be able to write or read an ordinary letter, know all the tables of multiplication and addition of integers and fractions, the money tables and weights and measures, with the simple rules of arithmetic, and be able to recite verses from such a work as the Jaimini Bharáta or Bhakti Sára and from the Amara Kósha. Of these they are not expected to know

the meaning. It is rarely that the tutor himself knows it. When the master has completed his term, if not re-engaged for a further period, he goes elsewhere and begins again in a similar manner. Other schools which are more permanent are of the same description and pursue the same course of study, varied according to the abilities and intelligence of the master. All the respectable boys of the place from the age of six and upwards will generally enter such a school.

Initiation.

127. The lucky day for the commencement of a boy's studies having been determined by the family astrologer, the master and the new pupil's future school fellows are invited to an entertainment at the father's house, where an initiatory ceremony called *Onámapùje* is performed. This consists of writing with red sandal powder on a platter of boiled rice the following invocation to Sarasvati, the goddess of learning.

Sarasvati namas tubhyám
Varade kámarúpini,
Vidyárambham karishyámi
Siddhir bhavatu me sadá.

To this verse thus written the little boy kneels down and applies his forehead, receiving upon it the impression of the letters. At the close of the feast the schoolmaster carries him off and gives him his first lesson.

Promotion.

128. For some months the boy will be employed in learning the alphabet and multiplication tables, by writing them on the sand with his finger. When he has mastered these elements and is considered capable of using a writing tablet or board, he is promoted to a higher grade with a similar ceremony. On this occasion the invocation of Sarasvati runs thus:—

Padma patra vishál ákshi
Padma kesara varnini,
Nityam padmálaye devi
Sá mám pátu Sarasvati

which words being written in sandal powder on the writing tablet are applied to the forehead as before.

Trayódashí Púje.

129. Numerous ceremonies intervene during the school course. Three days from the thirteenth day after each

new or full moon are, according to the practice of védic schools, considered unlucky and unsuitable for study. On the evening therefore of the thirteenth day or trayódasi, the *Trayódasi púje* is performed before breaking up. This consists first of the worship of Vináyaka or Ganésa, of whom, if the usual brass image is not at hand, a small representation is made in cowdung. The boys in succession go down before the image with arms crossed in front, each hand holding the opposite ear. Preserving this uncomfortable posture, they go round seven, nine or eleven times, as the case may be, striking the ground with their elbows. Then follows the *Sarasvati púje*, or recitation of mantrás and presentation of offerings to the pile of school apparatus surmounted by the dreaded cane. The offerings are the perquisites of the master.

Maharnavam Customs.

130. At the time of the annual Dasara feast, corresponding with the Durga púja celebration in the north of India, the masters of indigenous schools often reap considerable profits. On the first day of the feast the writing boards are all cleaned and set apart as consecrated. The seventh day (or sometimes the eighth, according to the position of the ruling asterism) is dedicated to the worship of Sarasvati. On that day the pile of school apparatus is decorated with flowers, garlands and pictures, and illuminated. After the circumambulation of the image of Ganésa on elbows and knees as previously described, worship is offered to the school books in honor of the goddess of learning, with presentation of the sixteen kinds of offerings. The ninth day, or Maharnavami, being the great day on which the gods are supposed to be most propitious, all weapons of war, all implements of trade, all tools and instruments are worshipped by their respective owners in propitiation of Lakshmi, the goddess of fortune. On Dasami, or the tenth, the gods are carried in procession. From that date for a month or more it is the practice for private teachers to preambulate the streets followed by their pupils, who are dressed up for the occasion and dance along with songs, marking time by striking together painted wands. This is called the *Kólâta* or stick dance. The procession stops at the doors of friendly houses, where the boys repeat certain dialogues appropriate to the occasion, or sing Maharnavami padyas* and are rewarded with fruit or sweet-

* For some account of these I may refer to my Educational Report for 1868—69.

meats, the master at the same time receiving from a few annas up to several rupees according to the wealth of the donor or the reputation of the recipient. As much as Rs. 30 or even Rs. 50 will be collected in this manner by a successful man. The rehearsal of the Maharnavami padyas occupies a good deal of time during the month or two preceding the Dasara feast. This harmless popular diversion of the Kóláta I have not thought it necessary to prohibit in Hóbli schools so long as it is not allowed to interfere with the regular school duties. It might even be turned to good account.

Recitations.

131. For in educational as in all other measures it is of the greatest importance to carry the people with us, and in order to do this it is necessary to gain as close an acquaintance as possible with popular customs and ways of proceeding, that we may know how to present to the people in a familiar and agreeable dress those subjects to which it is desired especially to turn their attention. In the course of conversation with the headman of a village in the Malnád, during my last tour, on the Government system of education, after listening to his various objections, finding him a more than usually intelligent man and one who appeared to feel a sort of paternal responsibility resting on him to promote the welfare of the villagers under him, I asked him what he would have. To this he replied by inviting me to his village, where he assembled a number of boys and made them go through a performance which, I think, merits notice. The boys formed into two lines, facing each other, and carried on a long dialogue, each side singing a verse alternately in unison. One side represented a party of village elders in quest of a bride, the other the elders of the village to which the girl who was sought belonged. The former represented in glowing terms the beauties and comforts their village had to offer and the advantages of an alliance with them, while the latter extolled their own village and pretended to treat the application as most presumptuous. However a mutual agreement is at last come to, and the piece ends. The recital was accompanied by appropriate action, the boys advancing, receding and acting out the whole thing with capital expression of the different feelings involved. The spirit with which they entered into it, and the evident interest with which the spectators looked on and followed the statements of either party, made it not only a lively exhibition but shewed how

popular this kind of thing was with both the boys and their friends. To the boys it was instruction blended with amusement; for the pictures respectively drawn by either party of its own village brought in, as a matter of course, allusions to all the features of the district, its streams and hills, its trees and cultivation, its fertility and advantages of every sort. There were many exercises of a similar description which the boys had learnt, and I am quite of opinion that something of the kind would form a valuable adjunct to the ordinary school studies, which are apt to become so dull and irksome. There is no limit to the range of subjects which might in this manner be taught in village schools and become indelibly impressed on the minds alike of boys and adults, such as the *pros* and *cons* of any system of cultivation, of sanitation, of vaccination, of female education, &c.

Arcot Náráyansámi Modaliar's School.

132. Mention may here be made of a different style of school, which also indicates the popular conception of what is wanted as formed by a man more in contact with Europeans and higher education. Mr. Arcot Náráyansámi Modaliar, a wealthy merchant and keeper of a European store in the Cantonment of Bangalore, has in the most praiseworthy manner erected at his own expense a large two-storied building for a school, and endowed it with a foundation fund of Rs. 40,000. The building was publicly opened last month. The instruction provides for a course of English up to the Matriculation standard, and for special lessons in Sanskrit. But one half of the building is to be for industrial classes. This appears to me an important feature, for it is in the practical application of knowledge acquired at schools to the purposes of daily life that instruction and guidance is at the present time most needed. Thus only can the cutcherries be to some extent relieved of the crowd of volunteers and candidates by which they are now beset, and private enterprises be set on foot which will open out to educated men the means of obtaining a livelihood independently of Government employ.

VII. SCHOLARSHIPS.

Government Scholarships.

133. Scholarships are granted to deserving students in the High School at Bangalore and in the Rájá's School at Mysore. The monthly amount thus spent from the public funds in the former is Rs. 60,

distributed among 22 students, and in the latter Rs. 50, among 20. There is also a scholarship of Rs. 4 a month in the Hunasúru Anglo-vernacular School. Of the scholarships of Rs. 4 each granted for the encouragement of students in Engineering, two are attached to the High School and two to the Toomkoor District School. They are designed for sons of méstris, that is builders, carpenters, &c.

Native Medical Pupils.

134. Stipends are granted in the Medical Department to native pupils who are candidates for the Mysore Subordinate Medical Service. They must be between the ages of 15 and 19, and must pass a preliminary examination in general subjects. Preference is given to the sons of individuals in the service of the Mysore and Coorg Commissions. The accepted pupils are attached for two years to a Civil Hospital, under the directions of the Deputy Inspector General, Indian Medical Department, receiving stipends of Rs. 7 a month the first year and Rs. 8 the second. They are eventually drafted into the Junior Department of the Madras Medical College, but have previously to pass an examination in medical subjects every six months. Four candidates were entered as Medical Pupils in 1872.

Private Scholarships.

135. In the Rájá's School some additional scholarships are given by Colonel Malleson, Guardian to His Highness the Mahárájá, for the assistance of students in college classes. From the interest on surplus funds granted by the late Mahárájá eight scholarships have been established at a monthly cost of Rs. 12 for pupils in the vernacular branches of the same institution. They are equally divided between the Kanarese and Hindustáni schools.

Dobbs Scholarships.

136. Two scholarships of the value of Rs. 7 a month are granted to matriculated students from the proceeds of a fund raised to perpetuate the memory of Major General Dobbs, a former officer of the Mysore Commission. One is attached to the High School, and the other to the Native Educational Institution.

Dobbs Medal.

137. A gold medal in connection with the same fund is awarded annually on the result of a competitive examination in the English Scriptures, open to all

Protestant students of whatever race, class or denomination, who have been educated in the Mysore country for the period of at least two years immediately preceding the examination, and whose age is not more than 19 years.

VIII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

On the Increase.

138. All ranks of the public service are becoming more and more filled with educated young men. Many recent appointments to the influential position of Talook Amildar have been given to young men formerly educated in the High School and well acquainted with English. A knowledge of this language is more necessary now than formerly, owing to the more general distribution of European officers over the Province, and the greater frequency of intercourse between the Native Revenue Officials and the European Executive Officers of all Departments who are continually touring over the country on duty.

Uncovenanted Civil Service Examinations.

139. Branch examinations for the General Test established by the Madras Government for candidates for the Uncovenanted Civil Service continue to be held every year in Bangalore, and are largely attended by pupils of the various schools with the view of obtaining a certificate of qualification, although this test is not in force in the Mysore State.

IX. ENGLISH LANGUAGE IN INDIAN EDUCATION.

Character of the English Instruction.

140. The character of the English instruction given in both Government and aided-schools is greatly superior to what it was some years ago. By a modification of the requirements for the examinations of the Madras University still greater improvements might be effected. Through the medium of English alone can instruction in various branches of science be conveyed with anything like success, for the technical terms do not exist in the vernaculars. But under present circumstances it is a matter for regret that no leisure is left for such studies.

141. An inferior training in the language, not sufficient to give a boy more than a smattering, has been entirely condemned. It is mischievous in its effects on the boy himself by often taking him out of the position he would naturally occupy in the community, and yet not properly fitting him for the one he covets. The time, not to say money, spent on his education are thus to a great extent wasted, for he receives a thorough training neither in English nor in the vernacular. For these reasons while every effort is made to increase the efficiency of superior Anglo-vernacular schools the inferior ones are being either raised to that grade or abolished.

Inferior English Schools.

142. In view of these arrangements the natives of the upper classes who require an English education for their children should be prepared to pay a much larger proportion of the expense than they now do. Not that the rates should be made prohibitive, but Rs. 30 a year paid in fees hardly seems an adequate contribution from a wealthy native for the education of his son in a college class at the High School.

Expense.

X. BOOK DEPARTMENT.

A. Book Depôts.

143. Books are supplied to the various schools and the public from a Central Depôt in Bangalore. Each District and Talook School is a Branch Depôt, through which books are sold and distributed to the village schools and the country population generally. The books, whether such as are obtained from England by indent through the Secretary of State, or vernacular works published here, are sold at cost price with a slight addition to cover the expenses of transit.

System of Supply.

144. The value of the stock in the Central Depôt is estimated at Rs. 53,523, of which were added during the year 35,473 books at a cost of Rs. 19,642. The books supplied to Branch Depôts for sale numbered 32,285, valued at Rs. 10,231.

Number and Value of Books.

145. The amount paid into Government Treasuries from the proceeds of book sales during the year was Rupees 18,520, against Rs. 16,782 last year.

Amount of Sales.

B. School Books.

146. As a Committee is now sitting under the orders of the Government of India for the examination of all text books used in every description of school supported or aided by Government, it is unnecessary here to anticipate the reports and recommendations that will be submitted through that channel. It may however be stated generally that the matter had previously received much attention.

Text Books.

147. A series of elementary works in Kanarese was specially prepared under my direction when the hóbli schools where first established. An attempt was made in them to combine the best European and native methods. The books have been published at the Mysore Government Press in large editions and are exceedingly popular, being used in private as well as in Government schools. They consist of the following:—

Kanarese.

Kathá Saptati	..	(Prose Reader)
Padya Sára	..	(Poetical Reader)
Vágvidháyini	..	(Grammar)
Anka Ganita	..	(Arithmetic)
Bhú Vivarane	..	(Geography)

148. Since the completion of the Kanarese series, as far as is immediately required, my attention has been directed to the Hindustáni and Persian books used in the schools. Many of them have been found so objectionable or unfit that the compilation of a suitable Hindustáni series was also set on foot and is now in hand. They will include the undermentioned subjects:—

Hindustáni.

Hindustáni	..	..	Reader
Do	..	..	Grammar
Persian	..	..	Reader
Do	..	..	Grammar

Arithmetic, Geography and History of India.

149. The following books were printed and published at the Government Educational Press during the year:—

Books published.

Agricultural Class Book	(Kanarese and English)	2,000
Amara Kósha	(Do)	5,000
Bhú Vivaraṅe (Geography in Kanarese)		5,000
Manual of Cattle Disease	(Kanarese)	2,000

150. The engraving of the school-map of India in Kanarese was continued, and it is now nearly ready to receive the names.

Maps.

151. Of vernacular works published at private presses the following were purchased for the Department:—

Books purchased.

Catechism of Kanarese Grammar ..	200
Kathá Sangraha	100
Jaimini Bhárata	200
Amara Kósha and Tíka ..	100
Morris' History of India in Kanarese	50
Mudra Rákshasa	250
Shabda Mani Darpana ..	150
Sanskrit Bála Bódha	20
Telugu First Book	400
„ Second „	200
„ Grammar	50
Nala Charitram in Telugu ..	50
Akhvan us Safa	500
Bostan	500
Char Darvesh	500
Geography in Hindustáni, Part I. ..	1000
Do „ I and II. ..	40
Do „ 5 Parts in one	50
Hindustáni First Book ..	2000
Hikayat Latifa	100
Khavayad i Farsi	100
Kuliyat Sandhi	10
Gulistan	500

XI. LITERATURE.

152. The Annual Review of Literature was separately submitted as usual. The principal original work published was a Manual of Coorg Civil Law, compiled by Captain Cole, late Superintendent of Coorg, with the assistance of the heads of clans. The vernacular works are mostly reprints and come chiefly under the heads of Fiction, Poetry and Religion, with one or two school books. Stories and poems relating to Krishna, among which may be mentioned a translation into Kanarese of the Gíta Góvinda, indicate the most popular taste among Hindús, while works relating to Mahommed and his religious system were the most numerous publications for Musalmáns.

Annual Review for 1872.

153. In the course of my tours I have made inquiries after manuscripts of old works and have succeeded during the past year in obtaining the following, all in the Ancient Kanarese dialect.

Manuscripts of old Kanarese Literature.

Adi Purána—A religious work of the Jains. Appears to have been translated from the Prákrit in A. S. 863 by Kavita Gunárnava.

Pampa Rámáyana—A Jain work, in which the account of Ráma differs from that of the Brahmans. The manuscript is dated A.S. 1517. The poem is conjectured to be the work of Hampa or Pampa Kavi, mentioned as an old author in the *Shabda Mani Darpana*, whose date is placed 700 years ago. It has been adopted by the Madras University as a text book for the B. A. examination and will shortly be published.

Ghaturásya Nighantu—A Kanarese Dictionary by Chaturásya, about whom nothing has been discovered.

Manga Rájá Nighantu or Kavi Manga Abhidhána} A Sanskrit and Kanarese Vocabulary in verse, arranged somewhat on the plan of the Amara Kósha. Professes to be written in A.S. 1320. At the beginning "the Kanarese of Nága Varma" is referred to as being the standard for the language.

Concerning *Nága Varma* several traditions are prevalent in the south of the Mysore District, but I have not yet had time to trace them out. The following of his works have been obtained.

Nága Varma Chhandas—A work on Kanarese prosody. Three different manuscripts of it have been handed over to the Rev. Mr. Kittel, who will edit them for publication at the German Mission Press, Mangalore, along with the *Kávyávalókana* a work on Rhetoric by the same poet.

Bháshá Bhúshana—A grammar of the Kanarese language by Nága Varma, in Sanskrit aphorisms on the principle of Pánini. Is being prepared for publication.

Shabdánushásana—A similar work of later date, with an extensive commentary entitled,

Manjari Makaranda, by Bhattákalanka Déva, in which he professes to have exhausted the subject and left no possible objection unanswered. Date appears to be A.S. 1526. The work is being prepared for publication.

Náchirájiya—A Jain commentary in Kanarese by Náchi Rájá on the Sanskrit Amara Kósha.

Appájíya—A similar work by Appáji, in which he notes the difference between his renderings and those of Náchi Rájá.

Sarvagna Padyagalu—A Lingáyat work on morality and a variety of topics. Some parts have been published, but the manuscript contains a large number of unpublished verses.

XII. THE PRESS.

154. The Wesleyan Mission Press at Bangalore, the oldest, I believe, in the Province, and the one for which Kanarese type was first cast, has been closed and the plant sold into private hands. The Columbian Press, the next in order of establishment, has also been disposed of, and with it has gone the "*Bangalore Herald*," the oldest local newspaper and for many years the only one.

Changes.

155. There are now thirteen presses, the list of which will be found in the statistical returns under that head, with details of the publications issued from each. Two are connected with Government. Of the rest, four are in European hands, four are Hindu and three Mahomedan. All are situated in Bangalore.

Number of Presses.

156. The English newspapers are two, the "*Bangalore Spectator*" with which has lately been incorporated the Bangalore Herald, and the "*Bangalore Examiner*" started after the stoppage of the Herald. The three vernacular newspapers are all Hindustáni, namely, the *Khasin-ul Akhbar*, the *Talism e Kartan*, and the *Mysore Akhbar*.

Newspapers.

XIII. SCHOOL BUILDINGS.

157. The decision of the Government of India on the character of the school buildings erected in Mysore was made known towards the close of the year. The erection of talook school houses had been stopped during the previous year until the orders of Government on the question should be received. Permission being now given to proceed with the buildings, two school houses were commenced according to the second class standard design at Hole Honnúru in Shimoga District and at Taríkere in Kadoor District. The work is being carried out by the Department of Public Works. Many of the talook schools are very badly accommodated in rented premises. These, though the best available, are so unsuitable in many cases as seriously to interfere with the management of the schools.

Talook School Houses.

158. Returns have been called for from all talooks shewing the amounts spent by private individuals on the erection of hóbli school houses. So far as the returns have been received it appears that Rs. 2,226 have been expended on 45 school houses. In most cases new buildings have been erected, in some existing buildings have been purchased and adapted. The principal difficulty in getting the ryots to build village school houses lies in the restrictions imposed upon obtaining

Hóbli School Houses.

wood for the purpose. They are ready in most places to carry out the work if allowed the wood required. Grants-in-aid for this purpose will probably be required before the hóbli schools generally are provided with premises erected specially for them. Many are now accommodated in temples, chatrams and other public buildings.

Building Grants to Aided-Schools.

159. A grant of Rs. 2,000 was made to the committee of the Chatur Véda Siddhánta Sabhá Seminaries towards the erection of new premises. These have now been completed and occupied.

XIV. CONCLUSION.

Acknowledgments to Chief Commissioner.

160. In bringing this report to a close I would desire specially to express my obligations for the warm interest the Chief Commissioner has taken in the Department. All the masters have felt greatly honored and encouraged by the numerous visits paid to schools during the late official tour, and the liberality of the presents they received has connected the event with happy associations in the minds of both teachers and taught.

To Commissioners and District Officers.

161. My sincere acknowledgments are also due to the Commissioners and Deputy Commissioners for their valuable aid in the advancement of education, as well as to Assistant Commissioners and numerous Amildars. Major Campbell, late Commissioner of Ashtagram, visited every school that came in the course of his last tour through the Districts. Captain Hill, Deputy Commissioner of Mysore (late of Hassan), and Mr. Ricketts, Deputy Commissioner of Bangalore, have been foremost in every educational measure.

To Educational Officers.

162. In the Department itself so serious have been the changes that not one of the higher officers of last year is now on duty. Mr. R. G. Hodson, Inspector of Schools in the Second Circle, had much reason for satisfaction in the success of his efforts for improving the schools in that part of the Province. Mr. C. Waters, M. A., Principal of the High

School, kept up its reputation and took an increasing interest in his work. Mr. E. Marsden, B. A. and Mr. J. vS. Pope, B. A., respectively their successors, have given me every satisfaction in their new spheres of duty. The remarks upon the various classes of schools in this and the inspection reports are the best testimony to the exertions of the Sub-Deputy Inspectors and Masters in their several circles and stations.

I have the honor to be
Sir,
Your most obedient Servant,

L. RICE,
Offg. Director of Public Instruction,
Mysore and Coorg.

APPENDIX I.

REPORTS OF INSPECTORS.

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Second Circle		141

APPENDIX I.

INSPECTION REPORTS OF THE FIRST CIRCLE.

1. The number of schools under inspection in the First Circle during the year was 609 as per subjoined statement. Of this number 406 are Government institutions, and 203 aided and private.

District.	Boys' Schools.			Girls' Schools.			Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ..	4	10	158	3	2	24	3	204
Kolár ...	1	1	126	...	...	8	...	136
Mysore ...	2	4	151	...	...	5	...	162
Hassan ...	1	1	102	...	...	3	...	107
Total...	8	16	537	3	2	40	3	609

2. Under instruction in these schools are 16,558 male and 2,508 female pupils, or an aggregate of 19,066 against 18,845 for last year. The proportion in each District is as follows :—

District.	Boys.			Girls.			Pupils in Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore...	647	701	5,056	310	134	1,459	47	8,354
Kolár ...	71	57	2,965	...	...	214	...	3,307
Mysore ...	419	112	4,127	...	...	271	...	4,929
Hassan ...	170	38	2,148	...	...	120	...	2,476
Total...	1,307	908	14,296	310	134	2,064	47	19,066

I—GOVERNMENT SCHOOLS.

1. District Anglo-Vernacular Schools.

Schools.	Number of Pupils in each Class.									Total.	Number of Teachers.
	B. A.	F. A.	Mat.	I.	II.	III.	IV.	V.	VI.		
Rája's School, Mysore ...	2	15	27	17	22	28	20	36	59	226	11
Hassan ...	...	...	...	21	17	19	29	26	58	170	8
Kolár ...		...	3	5	3	7	8	14	31	71	5
Total.....	2	15	30	43	42	54	57	76	148	467	

3. *Rája's School, Mysore.*—The attendance in the three branches amounted to 470, as per margin, against 507 at the last inspection. The fall in numbers is mainly due to the inadequacy of the teaching staff, and sanction for additional help is urgently needed. The upper classes were being examined by written questions set by various gentlemen, the results not being known yet. The lower classes I examined *vivâ voce.* The second did well in History of England, but were imperfect in knowledge of Algebra. The third answered well in Indian History and Geography of England, and worked sums in vulgar fractions fairly. The fourth read fairly in the Third Book and were good in Arithmetic as far as the compound rules. The fifth passed a fair examination in History and Geography. The sixth did very well in writing to dictation and spelling. Altogether I had every reason to be satisfied with the state of the school, and would repeat the commendation to which Mr. Dunning, the Principal, is entitled for his faithful labors.

English	...	220
Kanarese	...	180
Hindustáni	...	70

The vernacular branches were minutely examined. My remarks on them will be found under the appropriate heads.

4. *District School, Hassan.*—This school contained 195 pupils as per margin, or two more than at the last inspection. Considering that the popular Head Master, Mr. Haldwell, had been for several months laid aside through serious illness, this attendance was very satisfactory. In examining the various classes I was especially gratified with the condition of the third, fifth and sixth classes. This latter contains no less than 80 pupils and is most ably conducted by assistant master Vélándi. The remaining classes did well, excepting the first, which was unsettled by the preparations for Matriculation and change of masters. The school viewed as a whole presents a very encouraging aspect. A good spirit prevails throughout and masters and pupils seem equally in earnest in their work. The maintenance of this feeling is creditable to the acting Head Master, Venkatapataiengar, from Chikka Ballápura, and justifies the choice which appointed him to this responsible office. The assistant masters have reason to be disappointed at the want of sanction to an increase of their salaries. It is to be hoped that opportunity will offer for promoting them, especially Vélándi, who has refused tempting

English	...	170
Kanarese	...	25

offers elsewhere in order to remain in the Department. The enlargement of school premises and appointment of additional teachers are pressing necessities.

5. *District School, Kolár.*—I am glad to report that this school has made improvement since last year. I was especially pleased with the mathematics in the first class, which is taught by the first assistant Késhava Rao. The Matriculation class does not appear to be a promising one, but some of the more hopeful boys of the first class will be promoted to it with the view of preparing for the examination of next year. The second class did fairly, but the number of pupils was too small to warrant the formation of a separate grade for them. The third class was not altogether satisfactory owing to defective teaching in the language subjects. The junior classes did well. The number of pupils will, for the ensuing year, be more equally distributed in the classes, and with greater energy on the part of the Head Master the school will, I trust, stand well at the next inspection.

2. SUB-DISTRICT AND TALOOK ANGLO-VERNACULAR SCHOOLS.

School.	Number of Pupils in each Class.						Total.	Number of Teachers.
	I.	II.	III.	IV.	V.	VI.		
Chikka Ballápura ...	4	9	8	6	7	23	57	3
Chennapatna ...	1	2	4	3	20	5	35	2
Gundlupéte ...	...	...	4	6	9	12	31	1
Hunasúru ...	...	7	4	6	7	12	36	2
Holé Narasípura ...	...	7	...	4	12	15	38	2
Total.....	5	25	20	25	55	67	197	

6. *Chikka Ballápura.*—The general progress of this school has been satisfactory. The first class contains fewer boys than last year, owing to several members of it having left for employment in various departments. The students in this and indeed in all the classes have been well taught and passed a good examination.

7. *Chennapatna.*—The attendance, it will be seen, continues about the same as last year. The first class boy did well, but those in the second and third classes were very poor in several of their lessons. The

fifth class answers were good. The minute sub-divisions in this school are not desirable, but seem necessary in order to keep up the attendance.

8. *Gundlupéte.*—With nearly the same numbers as last year this school has advanced a class higher, and gave me much satisfaction altogether. The arithmetic perhaps needs a little more attention. The supply of eleven wall maps seems out of all proportion to the school. The Curator should have some regulation in this matter. The numerous representations made in previous reports regarding premises are here reiterated. The soldiers' shed offered by the Deputy Superintendent is much too far from the town to be attended by the boys, otherwise it might be altered to adapt it for school use. The erection of premises seems to be the only way of meeting the difficulty. The people subscribed and paid Rs. 250 for the purpose some years ago, and a deputation waited on me with a very significant inquiry as to what had become of the money. On informing them that it was not sufficient, they declared their willingness to add to it if a building were erected at once.

9. *Hunasúru.*—The numbers have gone down a little since last year owing to the master's recent absence on leave. The lessons were on the whole pretty well prepared, but the boys appear to be very irregular, which prevents the attainment of any high standard. The question of premises has been brought forward again and again for years past. I visited the large buildings partly occupied by the talook cutcherry, and, in the absence of any better provision, recommend the alteration of a portion of the sheds immediately adjoining the cutcherry into a school-room with a separate entrance into the street. The portion referred to is not used for any purpose now.

10. *Hole Narasípura.*—The attendance has slightly increased, and further additions appear probable. Many of the lessons brought up for examination have been marked as imperfectly studied. The masters have been cautioned on this head. The fifth class did the best on the whole. The object lessons given by the assistant master are commendable. The Kanarese school will be mentioned elsewhere, but I may here state that the enlargement of the premises is imperatively called for.

3. TALOOK KANARESE SCHOOLS.

BANGALORE DISTRICT.	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chennapatna ...	...	2	5	17	47	...	71	2
Closepéte... ...	...	...	16	22	21	...	59	2
Dévanahalli ...	...	2	9	28	...	...	39	1
Dodda Ballápura ...	...	7	13	26	43	41	130	5
Hosakóte ...	...	...	7	13	25	...	45	2
Kánakánahalli ...	3	5	16	20	34	...	78	2
Kengéri ...	...	...	7	4	6	10	27	1
Mágadi ...	...	6	23	23	...	...	52	2
Nelamangala ...	...	2	12	22	56	...	92	3
Sarjápura ...	...	8	16	10	16	10	60	2
Yelahanka ...	...	5	16	16	...	...	37	2
Total—	3	37	140	201	248	61	690	

Chennapatna—Did exceedingly well in examination, especially in the second and third classes. The Head Master is evidently suited for this station. The assistant continues irregular, through sickness it is said, but has much influence in procuring a good attendance.

12. *Closepéte.*—The numbers have diminished by the withdrawal of some of the elder boys who were not willing to continue their studies. They are now employed as shánbhógs. The school did not on the whole appear to have been well taught. The master has suffered from sickness it is true, but I fear has too often obtained leave on private affairs, which has interfered with the progress of the school. The assistant is not qualified for his position. Both the Head Master and the towns people wished to have the Mákali hóbli master instead. He has since been appointed with good results.

13. *Dévanahalli.*—The attendance is not unsatisfactory, though for so large a town a greater number of pupils might have been looked for. It was represented that the appointment of an assistant master would have the effect of immediately increasing the attendance. The second class consists of two boys, Súdras. One of them was very ready in answering on every subject of examination. The third class boys did very fairly, except two newly admitted ones at the bottom. The fourth class boys were at all stages of learning to read. The school appears to me to be steadily conducted, but there is a want of animation about it which does

not indicate a very high popularity. The reading of manuscripts has not been properly practised, and arithmetic needs more careful attention. The study of Indian history as far as I could judge had absorbed an undue measure of school time. The premises are much improved by the recent lowering of the wall in front.

14. *Dodda Ballápura.*—A vast and substantial improvement has taken place here in consequence of the appointment of a new master. The change is not greater than I expected, but it is gratifying to find my anticipations so completely verified. The number of pupils is 130, and puts this, after the Kanarese branch of the Rája's School, at the head of all the Kanarese schools. The Head Master is a most efficient teacher and good manager. Under his superintendence the assistants will improve. The complaints about the distance of the school building from the principal parts of the town are numerous. There seems no reason to doubt that if the school had been built within the town even the present high attendance might be almost doubled.

15. *Hosakóte.*—I cannot report altogether favorably regarding this school. It has indeed been seriously affected by the departure of a whole class of advanced pupils who are now engaged in trading on their own account, but I do not consider that the remaining pupils give evidence of having received sufficient attention. The classes under the assistant master did fairly well.

16. *Kánakánahalli.*—The condition of this school is highly satisfactory as regards the attendance, which has increased, and the general interest in their lessons on the part of the boys. The master however has fallen into a common fault in taking them on too fast, the consequence of which is an imperfect knowledge of many subjects studied. On this point he has been warned. The first class consists of the assistant master and two others, selected rather for size than for intelligence. The second class was more advanced in reality. The whole school is most wofully overcrowded, and no suitable premises are procurable for rent. The building which must be erected ought to stand between the fort and the péte. A piece of ground is available next to the travellers' bungalow on the péte side.

17. *Kengéri.*—The numbers have been stationary during the year, and the school is in much the same condition as last reported. The

work seems to be unostentatiously but well carried on. The premises are far from desirable for school occupation.

18. *Nelamangala.*—With the signs of progress here I was much pleased. Next to the Dodda Ballâpura School this one contains the highest number of pupils. I was especially glad to note the improvement in the method of the Head Master himself, which I was forced at the last inspection to consider defective.

19. *Sarjâpura*—A well attended and generally satisfactory school. The classes were well prepared with their lessons, and the master appears to be popular in the station.

20. *Yelahanka.*—The boys here seemed interested in their lessons and in the second class very fluent in reading and translating from Padya Sára. On questioning them more minutely however on points of grammar and the meaning and application of words, they seemed much at a loss. I was not able to give as much time to the examination of the school as I should have liked which I regret, as it appears to be an interesting one. An application was made for the admission as an additional assistant master of the only remaining indigenous teacher in the town. He will bring over with him his present pupils, 22 in number, if received into Government employ. The premises need enclosure by a hedge.

KOLAR DISTRICT.	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bágépalli... ...	...	...	7	7	16	...	30	1
Bowringpéte ...	...	...	1	5	7	18	31	1
Chikka Ballápura ...	...	...	11	13	9	14	47	2
Chintámani... ...	...	4	9	14	18	...	45	2
Góribidanúru ...	...	3	5	23	5	20	56	1
Gudibanda	...	7	14	17	16	...	54	2
Kolár	...	...	6	24	15	...	45	2
Mulabágalu ...	..	...	7	19	—	...	26	2
Narasápura ...	...	...	7	11	18	...	36	2
Srínivâspura ...	...	...	6	13	—	...	19	1
Sidlaghatta ...	...	...	6	10	24	...	40	1
Total—	...	14	79	156	128	52	429	

21. *Bágépalli.*—A very decided improvement has taken place both in the attendance and the instruction. This is all the more creditable to the new master as the residents were before his arrival indifferent to the school, and its prospects were by no means encouraging.

22. *Bowringpéte.*—The condition of this school was not on the whole so good as last year. The attendance too is lower. There is no evidence of neglect on the part of the master, and the apparent decline of the school must be attributed to the migratory character of many of the residents of the place and the out-break of small-pox there.

23. *Chikka Ballápura.*—The results of the instruction were more satisfactory than last year. But the advantage has been gained at the sacrifice of a good many pupils whose parents wish them taught in the old methods, which at the last inspection appeared to be too much followed.

24. *Chintámani.*—This school gave me much satisfaction. It has been well conducted, and the master and his assistant have both improved in teaching since last year, the result being a greater readiness on the part of the boys in answering the questions put to them.

25. *Góribidanúru.*—The progress made here under the new master is very marked. The attendance has more than doubled and the lessons have been thoroughly well prepared. A pupil teacher is urgently required. The same may be said of premises.

26. *Gudibanda.*—To this school I am inclined to give the first place among the Kólar Talook schools. A remarkable impulse seems to have been given to education in the place lately, and the Head Master is, I believe, entitled to take credit for it as being the result of his assiduous attention to the school. The boys of the second class were each one almost equally well up in the subjects for examination, and a strong spirit of emulation was apparent among them. Though only 54 pupils learn Kanarese, there are, besides, 30 Telugu pupils, without any additional master to teach them. There are thus only two teachers to the 84 boys. The premises are quite unsuited for the school. Every inquiry was made and several buildings in the town visited to see if any better place could be procured, but none are available. There is a pressing need for the construction of a good school house.

27. *Kolár.*—I am unable to report more favorably of this school than last year. The master has indeed newly come here, but I fear that much improvement is not to be looked for.

28. *Mulabágalu.*—The condition of the Kanarese School did not appear to me satisfactory. Some of the most advanced boys are reported to have recently left. There appears to be a good deal of interest felt in it by the people, and it is hoped that the next inspection will find matters improved.

29. *Narasápura.*—(Málúru). This school has increased its attendance under the present master, and the instruction is satisfactory. Though never likely to be a large school, its prospects are good considering the size of the place in which it has been established.

30. *Srínivásapura.*—The new master had but recently taken charge at the time of my visit. Everything had to be arranged *de novo* as the school was brought very low by the late master. I expect under the present management to see a great improvement in the state of the schools at this important station.

31. *Sidlaghatta.*—The school here is a very good one and largely attended. The actual number of pupils is over 40, but the master from some mistaken idea does not shew so many in his returns. A pupil teacher is very much needed, as also premises.

Mysore District.	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chámarájanagara ...	...	...	7	13	20	20	60	1
Gundlupéte ...	...	...	5	5	18	...	28	1
Hunasúru ...	...	...	5	3	6	..	14	1
Maddúru... ...	...	...	3	6	7	9	25	1
Mallavalli ...	...	8	23	16	20	...	67	1
Mandya ...	...	...	6	14	20	...	40	1
Mysore ...	9	6	32	28	32	73	180	4
Nanjanagúdu ...	5	8	13	21	11	...	58	2
Narasípura... ...	...	2	5	7	31	...	45	1
Saragúru... ...	...	...	6	...	53	...	59	2
Seringapatam ...	...	...	10	15	18	12	55	1
Yedatore... ...	...	3	11	12	28	...	54	1
Total...	14	27	126	140	264	114	685	

32. *Chámarájanagara.*—The attendance has increased considerably owing to the appointment of a pupil teacher. The condition of the school is in every way very gratifying. The master has quite gained the confidence of the people and has a good method. The question of premises awaits disposal.

33. *Gundlupéte.*—A new master has been appointed during the year, and the school is doing very well under the supervision of the English Head Master.

34. *Hunasúru.*—The newly appointed master had just taken charge when I saw the school. He has to begin entirely afresh, as owing to the prolonged absence of his predecessor, now out of the Department, the school has hardly had any existence for some time. The numbers will probably soon increase.

35. *Maddúru.*—The state of the school is any thing but satisfactory owing either to want of energy, or want of ability, in the master, or perhaps both. His removal is imperative. No improvement has taken place during the year. The enclosure of the school compound and improvement of the premises remain to be carried out.

36. *Mallavalli.*—A large increase of pupils has followed on the appointment of a pupil teacher. The school is one of the most satisfactory in the Department, and does credit to the exertions of the Head Master. The premises, the best procurable, are very inadequate to the number of boys. A building midway between the fort and the péte, which are a considerable distance apart, would attract one of the largest vernacular schools in the Province.

37. *Mandya.*—The number of pupils is nearly the same as last year. The master does not appear to have exerted himself sufficiently. The lessons of the third class were fair, as well as those of the first division of the fourth class. But the important practice of writing to dictation had been entirely neglected. Provision of suitable premises is called for.

38. *Mysore.*—The attendance continues at the high rate of 180, but it is impossible to maintain this without additional help. Accommodation also is urgently needed. The verandah as well as two rooms are now occupied by the school, but even so it is difficult to pass into the classes without treading on the boys, so closely are they packed. I examined the various classes, and was greatly pleased with the proficiency of

the first class students. They have, under their able master, Mallappa, acquired a knowledge of both modern and old Kanarese, which is far from usual. In fact in this respect they may be considered as having approached the ideal standard which, in devising the course of study now pursued throughout the Department, it was my desire that all talook Kanarese schools should reach.

39. *Nanjanagúdu.*—This school keeps up its good attendance and a high standard of instruction. I was somewhat disappointed during the examination to observe evidences of imperfect teaching. Attention has been directed to this matter, which arises partly from the master's being overworked. An assistant has lately been sanctioned, which will relieve him, but still another seems to be required.

40. *Seringapatam.*—With the state of this school I was much gratified. The attendance is higher than last year, and the lessons have been better taught. The recent appointment of a pupil teacher will lead to still further improvement. The premises are confined. I saw another house which was more suitable and in a better situation, but it is unfortunately said to be haunted and the boys' parents refuse to send their children there.

41 *Yedatore.*—Here too an assistant has lately been appointed. The attendance is good, and the quality of the instruction highly satisfactory. The premises are only half large enough.

Hassan District.	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Alúru	...	...	1	9	...	..	10	1
Arakalagúdu ...	...	...	14	15	20	...	49	1
Attikuppa... ...	...	4	8	6	15	16	49	1
Bélúru	...	9	9	14	20	...	52	2
Háranahalli ...	...	...	6	11	28	...	45	2
Hassan... ...	...	...	3	10	12	...	25	1
Hole Narasípura ...	3	8	10	20	17	10	68	2
Nágamangala ...	...	...	4	1	5	...	10	1
Nuggéhalli ...	...	...	7	8	5	6	26	1
Sakalésapura ...	...	6	6	9	...	...	21	1
Total...	3	27	68	103	122	32	355	

42. *Alúru.*—This school, I regret to say, is a complete failure. After visiting the surrounding villages and making every enquiry on the subject I have arrived at the conclusion that it is useless to continue a talook school here. There is no population from which to obtain pupils. The péte of Alúru consists of a few houses in which live the officials of the talook. All the children of that class now attend the school. The village of Alúru is more than a mile away, and occupied by Lingáyat ryots, whom it is hopeless to prevail upon to send their children to the Government school while they have a Lingáyat teacher of their own at hand. But granting that they did take advantage of the school, the attendance could never be more than scanty.

43. *Arakalagúdu.*—I am glad to report a very great improvement in this school, both as regards attendance and instruction. Though still elementary it is in a more promising condition than I have ever seen it before. The building is greatly in need of repair. The defects which I pointed out in the manner in which the last repairs were executed are now patent to any one who may visit the building.

44. *Attikuppa.*—A very good school, with an increased attendance arising from the appointment of a pupil teacher. All the lessons were well done except arithmetic, which should receive more attention. A second class has been formed. The premises are very confined.

45. *Bélúru.*—The removal of the former Head Master and the appointment to his place of the assistant Gundappa have led to a marked improvement. The attendance is now 52 against 33 at the last inspection. The advance made by this school under the present arrangement has been repeatedly brought to notice by the Deputy Superintendent.

46. *Háranahalli.*—I was both gratified and surprised to find a vast improvement in this school since last year. This is due to the newly appointed master and does him great credit. The school is one of the best in the District. Suitable premises are much needed.

47. *Hassan.*—The school is going on satisfactorily. It was represented that if held in a separate building within the town the attendance would be very much larger. I am of opinion that this is likely, but premises for the purpose are not procurable.

48. *Holé Narasípura.*—The promotion of the assistant Siddappa to be the Head of the school has not disappointed expectation. The numbers

in attendance are higher than last year, and the character of the teaching continues such as to entitle this school to occupy the first place among the talook schools of the Hassan District.

49. *Nágamangala*—A most disheartening school in its present state, which is as low as it can be, not even excepting the case of the Alúru school. Every enquiry was made with the view of restoring it to its former prosperity. The removal of the master is absolutely necessary. Numerous complaints were brought against him. But the occupation of premises unconnected with either of the two great factions in the town seems equally indispensable.

50. *Nuggéhalli.*—It was a pleasant surprise to find considerable improvement in this school over last year. The master was at that time a great sufferer from indigestion, and in fact had resigned himself to melancholy as unable ever again to engage in active work. With the view however of putting himself under the treatment of a native doctor, whose cures were reported to be little short of miraculous, he set out on a long journey. He had not gone far before the symptoms of his complaint became weaker, and before he had accomplished half the journey felt himself quite recovered. He is now a complete contrast to what he was a year ago, and is cheerfully engaged in improving the school.

51. *Sakaléspura.*—The transfer of Raghupataiengar from Bélúru to this generally shunned school has not been detrimental to its interests. I was hardly prepared to find it carried on in so orderly and comparatively efficient a manner.

4. TELUGU SCHOOLS.

School.	No. of Pupils in each Class.						Total.	No. of Teacher.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chikka Ballápura ...	...	...	5	7	10	17	39	1
Chintámani ...	...	...	6	8	10	...	24	1
Mágadi ..	...	...	...	14	16	...	30	1
Mulabágalu ...	...	...	1	6	10	24	41	1
Sríniváspura ...	...	...	3	12	...	...	15	1
Total...	...	...	15	47	46	41	139	

52. Of the Telugu schools those at Mulabágalu and Chintámani are the best, though the latter is not numerously attended. The Chikka Ballápura School is a fair one. That at Srínivásapura is in an improving state. The Gudibanda School has no separate teacher, but the appointment of one is necessary on account of the number of pupils in attendance and the demands of the people as regards instruction in Telugu. There is a strong desire for a Telugu school at Kolár also, as previously reported.

5. HINDUSTANI SCHOOLS.

Schools.	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bangalore District.								
Closepéte ...	...	...	9	13	29	...	51	1
Kolár District.								
Kolár	3	6	15	13	24	..	61	3
Chikka Ballápura ...	...	3	9	12	14	14	52	1
Mulabágalu ...	...	...	8	11	22	...	31	1
Mysore District.								
Mysore ...	..	8	11	20	31	...	70	1
Maddúru ...	...	...	5	20	...	..	25	1
Hassan District.								
Bélúru ...	...	..	...	19	..	...	19	1
Total...	3	17	57	108	120	14	319	

53. *Kolár.*—This school continues to give satisfaction, and is ably conducted. The elder boys have been allowed to join the Normal School with the view of becoming schoolmasters. The announcement to this effect was received throughout the town with great satisfaction as an evidence of Government interest in the education of the Mahomedans.

54. *Chikka Ballápura.*—The school here is a very encouraging one. The great drawback is the want of an assistant teacher. There are 52 pupils at Chikka Ballápura itself, besides a class of adults from Sultánpéte, and the instruction of so many is quite beyond the power of the single master.

55. *Mulabágalu.*—The sanction for this school had not been received, but the master had been allowed to conduct it in the Government school house and great interest is evinced in it by the numerous Mahomedans of the place. The master is an exceedingly clever man and making every effort to organize his school according to rule.

56. *Mysore.*—This school is still going on quite satisfactorily though very short handed. The attendance has been unfavorably affected ever since the moharam, when riots occurred between the Hindús and Musalmáns of the place.

57. The other three schools had been opened only a few days when I saw them. They have all made encouraging beginnings. The Closepéte master requires assistance, for which I recommend his father. The Bélúru School will, it is expected, increase, in which case the rental of separate premises will be required.

6. Hobli or Village Schools.

58. Bangalore District South.—This District contains 52 schools, which are inspected by Sub-Deputy Inspector Dakshinámúrti Shástri. His health has not been good during the past year and the continual travelling has knocked him up. The reduction of his charge by three talooks will give him relief and enable him to get through his work with greater satisfaction. The number of pupils in the schools under him is 1286, of whom 1236 are Hindús and 50 Mahomedans. In classifying the schools he places 20 in the first grade as satisfactory, 16 are fair, 8 middling and 8 bad. Some of the schools, as those at Tyámagondlu with 72 pupils, and Bidadi with 56, are greatly in need of assistant masters. The people generally he reports are more willing to send children to school than they were four years ago, but they withdraw them on reaching the second or third class, being satisfied with what they have learnt up to that point. The great majority of pupils are sons of ryots, the remainder consist of every other class, including Brahmans. The number of girls is only 6. There is evidently a general objection to sending girls to a mixed school. There are 22 adult night students.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	Anekallu Talook.											
1	Anekallu	Vanakanahalli	...	...	...	8	11	...	...	19	1	Fair.
2	Attibele	Attibele	...	5	7	5	22	...	...	39	2	Very good.
3	Háragadde	Indlavádi	...	...	4	2	6	..	...	12	1	Bad.
4	Iggalúru	Tátanahalli	...	...	...	5	4	...	...	9	1	Bad.
5	Jigani	Jigani	...	..	...	4	10	...	...	14	1	Poor.
	Bangalore. Talook.											
6	Agara	Agara	...	4	2	7	10	...	4	27	1	Very good.
7	Halasúru	Binnamangala	...	...	5	7	6	...	...	18	1	Good.
8	Krishnarájapura	Krishnarájapura	...	4	4	6	9	...	...	23	1	Not satisfactory.
9	Yesavanchapura	Hebbála	...	..	...	4	5	11	...	...	20	1	Very good.
10	Yelahanka	Jakkúru	...	..	...	...	...	13	...	...	13	1	Fair.
	Chennapatna Talook.											
11	Chennapatna	Tittumáranahalli	...	...	...	...	10	...	...	10	1	Bad.
12	Honganúru	Honganúru	..	...	3	1	2	6	...	...	12	1	Bad.
13	Molúru	Bévúru	...	...	..	6	6	10	...	...	22	1	Good.
14	Mudigere	Mákunda	...	...	4	3	4	7	...	...	18	1	Good.
15	Virupákshipura	Akkyúru	...	...	4	4	3	4	...	...	15	1	Good.
	Closepete Talook.											
16	Bhairamangala	Bhairamangala	...	...	...	3	4	13	...	...	20	1	Bad.
17	Closepéte	Sugganahalli	...	...	5	4	7	6	...	...	22	1	Good.
18	Kúnagallu	Banniguppe	...	...	...	...	...	15	...	...	15	1	New.
19	Mákali	Kútagalluhosúru	...	7	9	4	9	...	...	29	1	Good.
	Kanakanahalli Talook.											
20	Háróhalli	Háróhalli	...	...	...	6	11	31	..	...	48	1	Good.
21	Uyamballi	Alahalli	...	...	2	3	1	14	...	...	20	1	Good.
22	Kánakánahalli	Búdiguppe	...	...	3	4	4	7	4	...	22	1	Good.
23	Kódihalli	Kódihalli	...	...	2	3	5	10	...	..	20	1	Good.
24	Maralavádi	Maralavádi	...	...	9	6	8	12	...	...	35	1	Very good.
25	Mudavádi	Mudavádi	...	...	...	3	3	6	...	...	12	1	Fair.
26	Sómanahalli	Sómanahalli	...	...	3	2	5	13	...	5	28	1	Very good.
27	Tungáni	Tungáni	...	...	...	2	7	11	...	...	20	1	Poor.

No.	Hóbli.	Village.	No. of Pupils in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	KENGERI TALOOK.											
28	Bidadi	Bidadi	...	6	18	16	16	...	...	56	1	Very good.
29	Kengéri	Chikkanahalli	...	2	7	3	16	...	...	26	1	Good.
30	Távarékere	Távarékere	...	...	...	6	14	...	..	20	1	Fair.
31	Uttarahalli	Uttarahalli	...	..	2	4	4	...	...	10	1	Fair.
	MAGADI TALOOK.											
32	Gudémáranahalli	Mótagánahalli	...	...	6	5	21	...	...	32	1	Fair.
33	Hulikallu	Hulikallu	...	...	2	3	13	...	...	18	1	Fair.
34	Kudúru	Kudúru	...	2	11	13	21	...	...	49	1	Doubtful.
35	Madabálu	Madabálu	...	...	...	...	15	...	...	15	1	Poor.
36	Mágadi	Tirumale	...	8	5	6	19	...	...	38	1	Very good.
37	Nárasandra	Nárasandra	...	2	7	13	4	...	...	26	1	Good.
38	Sátanúru	Kalya	...	...	6	3	7	...	...	16	1	Poor.
39	Sólúru	Sólúru	...	5	9	13	18	...	...	49	1	Master inattentive.
40	Tippasandra	Tippasandra	...	..	9	4	14	...	...	27	1	Good.
	NELAMANGALA TALOOK.											
41	Bégúru	Bégúru	..	...	2	2	10	...	...	14	1	Good.
42	Doddabele	Doddabele	...	..	7	6	27	...	...	40	1	Very good.
43	Mélanahalli	Mélanahalli	...	4	1	2	3	...	...	10	1	New.
44	Nelamangala	Alúru	...	2	1	7	12	...	...	22	1	Good.
45	Nijagallu	Yelékyátanahalli	...	...	4	7	9	...	...	20	1	Master incompetent.
46	Sondékoppa	Sondékoppa	...	2	5	2	8	...	...	17	1	Fair.
47	Tyámagondlu	Tyámagondlu	...	6	8	22	32	...	...	72	1	Very good.
	SARJAPURA TALOOK.											
48	Bévúru	Bévúru	...	5	4	5	9	...	...	23	1	Not satisfactory.
49	Bidarukuppe	Huskúru	..	...	...	...	5	10	...	...	15	1	Bad.
50	Mugalúru	Mugalúru	...	4	5	2	3	...	...	14	1	Poor.
51	Sarjápura	Dommasandra	...	1	4	5	6	25	...	...	41	1	Very good.
52	Vartúru	Gunjúru	...	...	5	6	9	7	2	5	33	1	Very good.
				1	112	225	287	653	6	22	1286		

59. BANGALORE-KOLAR JUNCTION—Includes 54 schools, of which Rámáchárlu, transferred from Shimoga District, is the Sub-Deputy Inspector. The total number of pupils under him is 1,157, which comprises 12 girls. He considers 19 schools as very good, 8 as good, 6 as fair, 13 as middling and 8 as unsatisfactory. He took charge of this range in December, and has devoted himself with energy to his work. I have no doubt improvement will take place in the schools during the ensuing year.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	BETMANGALA TALOOK.											
1	Bétmangala ...	Bétmangala ..	...	1	6	4	12	...	...	23	1	Fair.
2	Búdikóte ...	Búdikóte ...	...	...	4	4	15	...	...	23	1	Good.
3	Dásarahosahalli...	Uriga ...	...	2	3	...	...	...	...	5	1	Bad.
4	Hulibele ...	Koppa ...	...	...	4	8	...	...	...	12	1	Bad.
5	Kámasandra ...	Kámasandra ...	...	2	3	4	6	...	...	15	1	Fair.
6	Kyásamballi ...	Kannúru ...	...	2	3	5	2	...	...	12	1	Fair.
7	Rámasígara ...	Sundrapálya ...	...	2	3	4	6	...	...	15	1	Fair.
8	Súlikunte ...	Súlikunte ...	...	...	3	4	8	...	...	15	1	Good.
9	Táyalúru ...	Táyalúru ...	...	2	4	5	9	...	...	20	1	Fair.
	DEVANAHALLI TALOOK.											
10	Búdigere ...	Búdigere ...	...	...	23	8	12	...	...	43	1	Very good.
11	Chennaráyapatna	Chennaráyapatna ...	...	4	4	5	...	...	13	1	Middling.
12	Dévanahalli ...	Kannamangala ...	...	...	2	5	5	...	...	12	1	Bad.
13	Jála ...	Bettadalasúru.	...	6	6	4	16	...	...	32	1	Good.
14	Jangamakóte ...	Jangamakóte ..	...	5	7	9	27	...	...	48	1	Good.
15	Kallahalli ...	Kyálanúru ...	...	4	4	3	13	...	...	24	1	Good.
16	Kundána ...	Bírasandra ..	...	...	7	6	1	...	...	14	1	Fair.
17	Vadigénahalli ...	Mélúru ...	...	...	12	10	11	...	...	33	1	Good.
	DODDA BALLAPURA TALOOK.											
18	Dodda Ballápura	Aralumallige ...	...	...	2	8	5	...	...	15	1	Fair.
19	Honnávára ...	Honnávára ...	...	3	2	2	4	...	...	11	1	Poor.
20	Hulikunte ...	Hulikunte ...	...	...	4	3	7	...	...	14	1	Poor.
21	Kákólu ...	Haniyúru ...	...	...	6	2	7	...	...	15	1	Bad.
22	Kódihalli ..	Márasandra ...	...	...	4	3	10	...	...	17	1	Poor.
23	Rájagatta ...	Melékóte ...	...	...	5	4	7	...	...	16	1	Fair.
24	Tippúru ...	Hanabe ...	...	3	4	6	17	...	...	30	1	Very good.
25	Túbagere ...	Kólúru ...	...	...	...	10	6	...	...	16	1	Fair.

No.	Hóbli.	Village.	Number of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
		Hosakote Talook.										
26	Gubbi	Bidarahalli	...	...	7	8	9	...	...	24	1	Bad.
27	Hosakóte	Lakkundahalli	...	...	7	2	10	...	...	29	1	Fair.
28	Hullúru	Távarékere	...	5	10	3	5	...	...	23	1	Good.
29	Kádagódi	Kádagódi	...	7	3	6	4	...	...	20	1	Good.
30	Nandagudi	Hindiganálu	...	5	10	3	5	...	...	30	1	Very good.
31	Súblibele	Súlibele	...	6	7	9	19	...	...	41	1	Very good.
32	Vágatta	Vágatta	...	7	3	9	13	...	...	32	1	Good.
		Kolar Talook.										
33	Harati	Jódichámarahalli	...	6	5	5	2	...	...	18	1	Good.
34	Holúru	Holúru	...	1	4	4	3	3	...	15	1	Bad.
35	Kolár	Begli Hosahalli	...	4	4	4	5	...	...	17	1	Good.
36	Muduvádi	Muduvádi	...	...	...	6	...	...	...	6	1	Bad.
37	Sugatúru	Sugatúru	...	4	3	2	5	...	...	14	1	Good.
38	Uttúru	Dévaráyasandra	...	2	8	11	11	2	...	34	1	Good.
39	Vakkaléri	Vakkaléri	...	3	7	5	20	...	...	35	1	Fair.
40	Vémagallu	Belemáranahalli	...	...	5	3	4	...	...	12	1	Bad.
		Maluru Talook.										
41	Hulidénahalli	Hulidénahalli	...	2	7	3	3	...	...	15	1	Fair.
42	Kudinúru	Kudinúru	2	2	7	7	11	...	...	29	1	Very good.
43	Lakkúru	Lakkúru	...	2	10	8	20	...	...	40	1	Good.
44	Málúru	Tóranahalli	...	4	5	13	7	2	...	31	1	Very good.
45	Másti	Másti	...	4	6	7	11	...	...	28	1	Very good.
46	Narasápura	Shivárapatna	...	4	13	3	5	...	...	25	1	Good.
47	Tyákallu	Nídaramangla	...	...	8	5	4	...	...	17	1	Good.
		Mulabagalu Talook										
48	Avani	Kottamangala	...	...	2	2	5	...	...	9	1	Bad.
49	Bairakúru	Gudipalli	...	...	2	8	8	...	...	18	1	Good.
50	Daggasandra	Agara	...	5	2	1	14	...	...	22	1	Fair.
51	Mallináyakanahalli	Yadapalli	...	...	5	4	4	...	..	13	1	Fair.
52	Mulabágalu	Kappalamadagu	...	3	3	5	4	...	...	15	1	Very good.
53	Nangli	Nangli	...	3	12	3	7	...	...	25	1	Good.
55	Uttanúru	Mudiyanúru	...	4	5	7	9	...	...	25	1	Good.
				2	114	297	289	445	12		1147	

60. KOLAR DISTRICT NORTH—Is under Sub-Deputy Inspector Shámáchári, and contains 50 schools with 1,131 pupils. There are no girls. The Sub-Deputy Inspector complained of inability to visit the 81 schools formerly in his charge three times a year, and I think he had some ground for the complaint. The new distribution of inspection ranges gives him a much smaller number, and he now feels able to manage his district more satisfactorily.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	REMARKS.
			I.	II.	III.	IV.	V.					
	AMBAJIDURGA TALOOK.											
1	Ambájidurga ...	Konapalli ...	...	...	4	5	7	...	...	16	1	Bad.
2	Chintámani ...	Ganjúru ...	...	4	8	10	5	...	...	27	1	Good.
3	Iragampalli ...	Iragampalli ...	...	5	6	4	10	...	...	25	1	Very good.
4	Kaivára ...	Kaivára ...	...	5	5	8	10	...	...	28	1	Good.
5	Kurubúru ...	Madanapalli ...	...	1	4	...	1	...	...	6	1	New.
6	Muragamale ...	Hebburi ...	...	2	4	6	13	..	...	25	1	Good.
	CHIKKA BALLAPURA TALOOK.											
7	Avati ...	Avati ...	3	4	10	5	13	...	...	35	1	Very good.
8	Chikka Ballápura.	Kalavára ...	...	...	2	4	12	...	...	18	1	Bad.
9	Manchanabele ..	Manchanabele ...	...	4	6	9	17	...	...	36	1	Very good.
10	Manchénahalli ...	Manchénahalli ...	..	4	12	10	22	...	...	48	1	Very good.
11	Nandi ...	Nandi ...	...	2	2	8	11	...	...	23	1	Fair.
12	Periyasandra ...	Periyasandra ...	...	...	6	10	12	...	...	28	1	Fair.
13	Púrnaságara ...	Gollavárhalli ...	...	...	3	5	8	...	...	16	1	Fair.
	GORIBIDANURU TALOOK.											
14	Bommasandra ...	Kengéri ...	...	..	2	3	5	...	...	10	1	New.
15	Góribidanúru ...	Hunasénahalli ...	...	2	6	8	8	...	...	24	1	Good.
16	Hosúru ...	Hosúru ...	3	3	6	5	11	...	...	28	1	Very good.
17	Tondébhávi ...	Tondébhávi ...	...	...	2	4	6	...	...	12	1	Bad.
18	Varavani ...	Mávinakáyihalli ...	...	...	3	5	7	...	...	15	1	Fair.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	Gudibanda Talook.											
19	Dádináyakana-pálya ...	Dádináyakana-pálya ...	...	4	5	7	19	...	..	35	1	Very good.
20	Gudibanda ...	Hampasandra ...	...	2	8	9	11	...	...	30	1	Good.
21	Mandikallu ...	Mandikallu ...	...	...	12	11	9	...	..	32	1	Very good.
22	Nágaragere ...	Nágaragere ..	...	...	4	14	7	...	...	25	1	Good.
23	Námagondlu ...	Námagondlu ...	..	2	6	2	8	...	...	18	1	Fair.
24	Sóménahalli ...	Sóménahalli ...	...	2	4	6	7	...	...	19	1	Fair.
	Gumnayakanapalya Talook.											
25	Bágépalli ...	Bálareddipalli ...	..	...	3	3	5	...	...	11	1	Bad.
26	Bílúru ..	Maddepalli ...	...	...	6	4	4	...	...	14	1	Bad.
27	Chákavélu ...	Pulagallu ...	...	...	4	8	8	...	...	20	1	Good.
28	Chélúru ...	Chélúru ...	...	...	5	6	6	...	...	17	1	Fair.
29	Gúlúru ...	Gúlúru ...	...	...	11	10	3	...	...	24	1	Good.
30	Mittemari ...	Mittemari ...	2	3	8	10	23	...	...	46	2	Very good.
31	Pálya ...	Patapálya ...	...	2	6	8	14	...	...	30	1	Good.
32	Yellampalli ...	Yellampalli ...	...	...	5	8	12	...	...	25	1	Fair.
	Sidlaghatta Talook.											
33	Bhaktarahalli ...	Bhaktarahalli ...	...	...	8	7	5	...	...	20	1	Good.
34	Basettahalli ...	Tékballi ...	...	...	5	6	9	...	...	20	1	Fair.
35	Chilakalanérpu ...	Buradagunte ...	...	...	12	6	10	...	...	28	1	Good.
36	Ganjigunte ...	Nandanahosahalli ...	...	...	6	10	9	...	...	25	1	Good.
37	Koralaparti ..	Pápatimmanahalli ...	2	3	1	7	...	...	13	1	Bad.
38	Mallúru ...	Kundagurki ...	...	...	...	0	5	...	...	5	1	Bad.
39	Manganahalli ...	Madganahalli ...	...	...	3	4	5	...	...	12	1	Bad.
40	Sádali ...	Timmasandra ...	..	...	4	8	6	...	...	18	1	Fair.
41	Sidlaghatta ...	Abbalúdu ...	...	...	8	12	19	...	...	39	1	Good.
	Srinivaspura Talook.											
42	Adagallu ...	Adagallu ...	...	4	5	4	9	...	...	22	1	Fair.
43	Dalasanúru ..	Dalasanúru ...	...	5	8	5	8	...	...	26	1	Good.
44	Nambihalli ...	Nambihalli ...	...	...	4	8	6	..	...	18	1	Fair.
45	Nelavanki ...	Patakóte ...	...	...	4	5	9	...	...	18	1	Fair.
46	Rónúru ...	Rónúru ...	...	2	4	6	5	..	...	17	1	Middling.
47	Ráyalpádu ...	Ráyalpádu ...	...	*2	2	6	12	...	...	22	1	Fair.
48	Sómayájulapalli ..	Sómayájulapalli...	...	2	3	7	4	...	...	16	1	Fair.
49	Srinivaspura ...	Nagdépalli ...	...	0	5	9	8	...	...	22	1	Improving.
50	Yeladúru ...	Yeladúru ...	...	4	5	6	9	...	...	24	1	Good.
			8	72	267	325	459			1131		

61. MYSORE DISTRICT WEST.—The Sub-Deputy Inspector in charge of this District, Srinivásiengar, had till lately the largest number of schools under his charge of any of the Sub-Deputy Inspectors. It was quite impossible he could visit 92 schools three times a year each. He now has only 55, and from the general popularity of his management, which has been more successful than that of any of the others, I hope to see a great advance in the schools now under him. The total number of pupils is 1,195, of whom 12 are girls, and 15 adult night students. But it is right to mention that the prevalence of fevers and especially of dengue in the District has reduced the attendance considerably towards the close of the year.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	REMARKS.
			I.	II.	III.	IV.	V.					
	CHAMARAJANAGARA TALOOK.											
1	Alúru	Homma	...	...	4	2	7	...	...	13	1	Bad.
2	Chámarájanagara	Rámasamudra	...	...	...	15	12	...	...	27	1	Very good.
3	Dásanúru	Kárya	...	...	...	2	...	...	...	2	1	Improving.
4	Dévanúru	Tagadúru	...	10	14	21	10	3	...	55	1	Very good.
5	Honganúru	Honganúru	...	5	6	...	2	...	...	13	1	Fair.
6	Kágalavádi	Kágalavádi	...	2	3	8	13	...	...	26	1	Very good.
7	Haradanahalli	Haradanahalli	...	2	7	...	19	1	...	28	1	Good.
8	Kottalavádi	Kotnavádi	...	...	...	...	2	...	...	2	1	Bad.
9	Santémárahalli	Kudéru	...	11	10	5	6	...	...	32	1	Very good.
10	Uyamba'li	Harave	...	...	11	8	6	...	...	25	1	Good.
11	Bédarapura	Bendravádi	...	...	2	8	15	...	..	25	1	Fair.
12	Ummattúru	Ummattúru	...	1	4	2	6	...	...	13	1	Fair
	GUNDLUPETE TALOOK.											
13	Gundlu	Kabbahalli	...	...	...	...	2	...	...	2	1	New.
14	Hangala	Hangala	...	...	2	4	3	...	...	9	1	Poor.
15	Kelasúru	Sovihalli	...	...	..	4	4	...	...	8	1	New,
16	Kútanúru	Barage	...	...	...	5	9	...	...	14	1	Good.
17	Rághavápura	Rághavápura	...	...	11	5	5	...	...	21	1	Good.
18	Tirakanámbi	Tirakanámbi	...	10	10	11	12	3	...	43	1	Very good.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	Heggadadevanakote Talook.											
19	Antarasante ...	Jódinéralégráma ...	...	4	7	7	6	1	...	24	1	Fair.
20	Chinnahalli ...	Hampápura ...	...	...	...	12	9	1	...	21	1	Bad.
21	Heggadadévana-kóte ...	Heggadadévana-kóte ...	...	...	3	4	5	...	...	12	1	Poor.
22	Nemmanahalli ...	Sagare ...	...	...	5	6	10	...	...	21	1	Good.
23	Saragúru ...	Belatúru ...	...	...	7	10	12	...	...	29	1	Good.
	Mysore Talook.											
24	Anandúru ...	Anandúru ...	...	...	4	4	2	..	...	10	1	Bad.
25	Kúdlahalli ...	Sollépura ...	...	6	9	4	3	...	...	22	1	Good.
26	Lingámbudi ...	Kannégaudakop-palu ...	...	...	2	7	24	...	...	33	1	Fair.
27	Mysore ...	Padúvárahalli ...	...	6	5	2	11	...	...	24	1	Very good.
28	Naváshahar ...	Náganahalli ...	...	...	2	4	9	..	...	15	1	Poor.
29	Sindhuvalli ...	Sindhuvalli ...	...	...	...	...	10	...	...	10	1	New.
30	Varakódu ...	Varakódu ...	...	...	2	15	23	3	...	40	1	[tory Not satisfac-
31	Yelavála ...	Yelavála ...	...	3	5	9	9	...	...	26		Fair.
	Nanjanagudu Talook.											
32	Badanaguppa ...	Kavalandi ...	...	...	11	9	6	...	2	28	1	Good.
33	Hadináru ...	Hadináru ...	...	...	4	7	6	...	...	17	1	Fair.
34	Hedatale ...	Hedatale ...	...	6	7	7	10	...	6	36	1	Very good.
35	Húra ...	Haginaválu ...	...	...	4	7	6	...	...	17	1	Bad.
36	Kalale ...	Kalale ...	3	10	16	13	20	..	...	62	2	Very good.
37	Nanjanagúdu ...	Badanálu ...	...	...	...	...	...	...	...	...	1	School closed
	Periyapatna Talook.											
38	Bettadapura ...	Bettadapura ...	...	5	11	7	9	...	...	32	1	Good.
39	Bilikere ...	Bilikere ...	...	...	...	7	9	...	...	16	1	Fair.
40	Chilakunda ...	Harave ...	...	4	4	6	5	...	...	17	1	[tory Not satisfac-
41	Gavadagere ...	Gavadagere ...	...	...	3	21	11	...	...	35	1	Very good.
42	Háranahalli ...	Avarti ...	...	...	7	3	2	...	...	12	1	Poor.
43	Heggandúru ...	Honagódu ...	...	1	2	3	6	...	...	12	1	Poor.
44	Kagoundi ...	Kómalapura ...	...	...	...	4	6	...	...	10	1	Bad.
45	Kirijáji ...	Kattémalavádi. ...	...	...	...	3	3	...	...	6	1	Bad.
46	Periyápatna ...	Periyápatna ...	...	3	10	9	11	...	...	33	1	Very good.
47	Rávandúru ...	Rávandúru ...	..	5	4	2	7	...	...	18	1	Bad.

No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No of Girls.	No. of Night Students.	Total.	No. of teachers.	Remarks.
	YADATORE TALOOK.											
48	Byádarahalli ...	Byádarahalli ...	2	7	11	10	10	...	...	40	1	Very good.
49	Halli Mysore ...	Halli Mysore ...	...	...	4	4	15	...	...	23	1	Good.
50	Haradanahalli ...	Hebbasúru ...	...	1	5	4	8	...	...	18	1	Good.
51	Mirle ...	Mirle ...	...	1	12	8	21	...	...	42	1	Good.
52	Sáligráma ...	Sáligráma ...	...	7	13	5	5	...	...	30	1	Very good.
53	Tippúru ..	Tippúru ...	4	9	4	1	8	...	...	26	1	Very good.
54	Yadatore ...	Chandagálu ...	...	...	4	4	5	...	...	13	1	Bad.
	YELANDURU TALOOK.											
55	Maddúru ...	Maddúru ...	...	3	3	1	...	...	...	7	1	Bad.
			9	124	272	325	450	12	15	1195		

62. MYSORE HASSAN JUNCTION—This new District is under Anantáchári, transferred from the Kadoor District in December. He has charge of 62 schools, which is a slightly larger number than the other Sub-Deputy Inspectors are responsible for; but many of them are pretty close to one another and the distribution is the best that could be made. The total number of pupils is 1,266, including 26 girls and 37 adult night students. The large school at Mélkóte swells the statistics of this Sub-Deputy Inspector's range considerably. It is one of the most satisfactory schools in the entire Department, and the Head Master deserves promotion as well as the help of another assistant.

No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of teachers.	Remarks.
	ASHTAGRAM TALOOK.											
8	Arakere ..	Arakere ...	...	...	...	4	8	...	...	12	1	Fair.
2	Belagola ...	Hosáhalli ...	...	...	...	7	4	...	...	11	1	Bad.
1	Bannúru ...	Bannúru ...	...	...	5	5	10	...	...	20	1	New master

No.	Hóbli.	Village.	No. of Boys. in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	ASHTAGRAM (*Continued.*)											
4	Bévinahalli ...	Kallukuni ...	...	...	0	3	12	...	...	15	1	Fair.
5	Chandagálu ...	Nágónahalli ..	...	..	0	2	13	...	...	15	1	Bad.
6	Haravu ...	Haravu ...	1	2	3	2	8	3	...	19	1	Good.
7	Kirangúru ...	Hiróde ...	...	4	11	9	9	...	...	33	1	Improving
8	Kúra ...	Ganjám ...	2	4	11	12	31	...	...	60	2	Very good.
9	Kyátanahalli ...	Kyátanahalli ...	4	9	9	10	2	1	...	35	1	Good.
10	Pálahalli ...	Pálahlli ...	...	...	8	8	14	...	...	30	1	Fair.
11	Shethalli ...	Shethalli ...	...	2	1	1	1	...	...	5	1	Poór.
12	Tirumalaságara...	Lakshmiságara ...	...	..	7	6	4	...	...	17	1	Fair.
	ATTIKUPPA TALOOK.											
13	Akkihebbálu ...	Akkihebbálu ...	...	...	6	5	9	...	...	20	1	Poor. (tory.
14	Attikuppa ...	Agrahárabáchalli ...	...	...	10	2	3	...	8	23	1	Not satisfac-
15	Búkanakere ..	Búkanakere ...	...	...	4	5	3	...	...	12	1	Do
16	Chinakurali ...	Chettingere ...	...	...	...	10	7	...	...	17	1	Poor.
17	Kannambádi ...	Kannambádi ...	...	...	4	5	7	...	...	16	1	Improving.
18	Kikkéri ...	Kikkéri ...	...	...	3	2	18	...	...	23	1	Good.
19	Mélukóte ...	Mélukóte ...	...	9	19	10	19	17	20	94	2	First rate.
20	Santebáchahalli ...	Santebáchahalli...	...	...	5	8	6	...	4	23	1	Good.
21	Sindhughatta ...	Jáginkere ...	...	...	15	10	12	...	5	42	1	Good.
	CHENNARAYAPATNA TALOOK.											
22	Anati ...	Navale ...	...	...	8	2	5	...	...	15	1	Fair.
23	Anekere ...	Baragúru ...	..	...	...	...	10	...	...	10	1	New.
24	Bágúru ...	Bágúru ...	...	...	...	10	9	...	...	19	1	Poor.
25	Chennaráyapatna .	Chennaráyapatna ..	..	...	5	10	15	2	...	32	1	Good.
26	Didaga ...	Santésivára ...	...	6	3	4	4	...	...	17	1	Fair.
27	Hirésáve ...	Hirésáve ...	...	..	4	3	3	...	...	10	1	Bad.
28	Nuggihalli ...	Jambúru ...	...	...	...	...	6	...	...	6	1	Bad.
29	Sravanabelagula...	Sravanabelagula..	...	...	5	5	5	2	...	17	1	Good.
30	Yeraganahálu ...	Kúdakundi ...	...	...	2	2	2	0	..	6	1	New.
	MADDURU TALOOK.											
31	Atagúru ...	Kestúru ...	...	...	2	2	9	...	...	13	1	Poor.
32	Ane ...	Besagarahalli ...	...	...	4	6	5	...	...	15	1	Fair.
33	Dodda Arasinakere	Kádukótanahalli .	..	...	5	6	7	...	...	18	1	Fair.
34	Kudragundi .	Kudragundi ...	1	...	2	4	3	...	...	10	1	Fair.
35	Maddúru ...	Désahalli ...	...	...	...	...	6	1	...	7	1	New master.
36	Tippúru ...	Tippúru ...	...	...	1	7	...	...	...	8	1	Improving.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V					
		Mallavalli Talcok.										
37	Gaudagere ...	Banasamudra ...	...	...	4	9	8	...	...	21	1	Fair.
38	Kabálu ...	Sátanúru ...	...	...	...	6	9	...	..	15	1	Bad.
39	Kirigávalu ...	Kirigávalu ...	...	5	4	5	4	...	...	18	1	Good.
40	Kódamballi ...	Kódamballi ...	..	...	5	5	1	...	...	11	1	Poor.
41	Kúlagere ...	Kúlagere ...	...	...	5	5	1	...	..	11	1	Fair.
42	Mallavalli ..	Ragíbommanahalli ...	...	...	5	7	20	...	...	32	1	Fair.
		Mandya Talook.										
43	Basarálu ...	Basarálu ...	..	5	2	3	8	...	...	18	1	Good.
44	Dudda ...	Mudagundúru ...	..	4	7	3	6	...	...	20	1	Good.
45	Kottatti ...	Guttalu ...	...	1	1	...	8	..	...	10	1	Fair.
46	Mandya	Sátanúru ...	...	4	1	16	6	..	...	27	1	Good.
47	Muttigere ...	Muttigere ...	3	4	10	...	2	...	...	19	1	Good.
48	Yeleyúru ...	Holalu ...	...	...	5	1	4	...	...	10	1	Poor.
		Nagamangala Talook.										
49	Bellúru ...	Bellúru ...	...	...	19	7	14	...	...	40	1	Fair.
50	Bhimanahalli ...	Dévalápura ...	...	...	14	7	12	...	...	33	1	Fair.
51	Bindiganavale ...	Bindiganavale ...	...	4	4	7	4	..	...	17	1	Good. tory.
52	Mannahalli ..	Chinya ...	...	2	5	5	11	...	...	23	1	Not satisfac-
53	Nágamangala ...	Kallanakere ...	...	...	...	6	9	..	..	16	1	Improving
54	Nágatihalli ...	Nágatihalli ...	..	...	...	14	...	..	...	14	1	Poor.
55	Yeladahalli ...	Bilagunda ...	...	3	4	4	10	...	...	21	1	Good.
		Talakadu Talook.										
56	Múgúru ...	Múgúru ...	...	...	...	9	8	10	...	...	27	1 Good.
57	Narasípura ...	Nilusóge ...	...	...	...	10	3	8	...	...	21	1 Fair.
58	Purigáli ...	Belakavádi ...	...	...	...	5	2	2	...	...	9	1 Improving
59	Rangasamudra ...	Gargéshvari ...	...	...	...	4	5	11	...	...	20	1 Fair.
60	Sósile ...	Sósile ...	...	...	...	10	7	10	...	...	27	1 Good.
61	Talakádu ...	Talakádu ...	...	...	2	11	6	4	...	...	23	1 Good.
62	Táyúru ...	Táyúru ...	...	...	1	8	9	6	...	...	24	1 Fair.
			11	71	309	337	459	26	37	1266		

63. HASSAN DISTRICT WEST.—The management of this District by the late Sub-Deputy Inspector Cheluvaiengar has been very unsatisfactory. He was therefore removed in February, and Lakshmanaiengar, formerly of the Toomkoor District and then master of Kengéri Talook School, appointed. In the 52 schools in this area there are no more than 948 pupils, among whom are 4 girls and 2 night students. Every effort will be made to raise the numbers and standard of the schools in this District. The Malnád Talooks, however, present many difficulties, which can be only gradually overcome.

No.	Hóbli.	Village.	No of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	REMARKS.
			I.	II.	III.	IV.	V.					
	ARAKALAGUDU TALOOK.											
1	Arakalagúdu ...	Vadrahalli ...	...	3	3	6	12	...	...	24	1	Good.
2	Basavápatna ...	Basavápatna ...	...	2	7	6	2	...	...	17	1	Good.
3	Hanasóge ...	Hanasóge ...	...	...	8	9	4	...	...	21	1	Fair.
4	Kesavattúru ...	Bannúru ...	...	...	4	6	4	...	...	14	1	Fair.
5	Konanúru ...	Konanúru ...	...	3	3	6	4	...	...	16	1	Good.
6	Krishnarájakatte ...	Rudrapatna ...	...	...	6	5	5	...	...	16	1	Not satisfactory.
7	Mallipatna ...	Kollangi ...	...	...	3	4	5	...	...	12	1	Fair.
8	Marúru ...	Marúru ...	...	...	3	6	14	...	...	23	1	Good.
	BELURU TALOOK.											
9	Adagúru ...	Adagúru ...	...	...	...	...	27	...	...	27	1	Not satisfactory.
10	Andle ...	Háltore ...	...	...	4	4	12	...	..	20	1	Bad.
11	Aréhalli ...	Siddarahalli ...	...	...	3	3	11	...	...	17	1	Improving.
12	Bélúru ...	Tagare ...	...	...	...	8	5	...	...	13	1	Fair.
13	Halébídu ...	Halébídu ...	...	3	6	5	10	...	..	24	1	Good.
14	Lakkunda ...	Kesagódu ...	...	...	3	7	7	...	...	17	1	Not satisfactory.
15	Mélpálu ...	Aggadálu ...	...	...	...	3	10	...	...	13	1	Poor.
16	Nárve ...	Gónibídu ...	...	...	6	4	...	...	...	10	1	Fair.
	HARANAHALLI TALOOK.											
17	Arsíkere ...	Arsíkere ...	...	...	3	11	2	...	...	16	1	Fair.
18	Gandasi ...	Gandasi ...	7	...	6	5	17	..	...	35	1	Very good.
19	Háranahalli ...	Déshání ...	...	...	...	...	7	...	...	7	1	Bad.
20	Kalyádi ...	Bágade ...	...	3	4	3	7	...	...	17	1	Good.
21	Kittanakere ...	Dodda Métikurike ...	4	5	7	...	...	...	...	16	1	Good.
22	Kuravanka ...	Kuravanka ...	...	...	3	4	3	...	...	10	1	Fair.

No.	Hóbli.	Village.	No of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Teachers.	Remarks.
			I.	II.	III.	IV.	V.					
	Hassan Talook.											
23	Attavára	Heragu	...	...	8	3	9	...	2	20	1	Fair
24	Gráma	Gráma	...	...	11	6	15	..	...	32	1	Fair.
25	Hassan	Búvanahalli	...	4	12	5	22	...	..	43	1	Good.
26	Honnávára	Chikka Kadalúru	...	...	...	3	11	..	...	14	1	Bad.
27	Kanagalu	Kiragadlu	...	...	4	7	6	...	...	17	1	Fair.
28	Kaushika	Ambuga	...	...	8	5	5	...	..	18	1	Good.
29	Mádihalli	Dodda Gaddavalli	...	...	...	5	13	...	...	18	1	Fair.
30	Sáligáme	Sáligáme	..	...	6	4	21	1	...	31	1	Good.
	Maharajanadurga Talook.											
31	Alúru	Hasaganúru	...	...	2	8	5	...	..	15	1	Poor.
32	Bálu	Kenchammana-hosakóte	...	...	10	10	9	...	...	29	1	Good.
33	Belagódu	Belagódu	..	...	...	6	3	...	...	9	1	Bad.
34	Chikkanagalu	Kanatúru	...	...	10	4	21	...	...	35	1	Good.
35	Gorúru	Gorúru	...	..	2	3	16	..	...	21	1	Fair.
36	Muttige	Bhartúru	...	4	3	8	...	...	...	15	1	Fair.
37	Pálya	Pálya	...	...	...	3	7	...	...	10	1	Poor.
38	Ponnátapura	Ponnátapura	...	...	4	2	10	...	...	16	1	Bad.
	Manjarabad Talook.											
39	Baikere	Baikere	...	...	...	3	4	...	...	7	1	Bad.
40	Bannakallu	Devanagal	...	...	...	11	5	..	..	16	1	Fair.
41	Bellúru	Arekere	...	...	...	...	5	..	..	5	1	Poor.
42	Bisale	Goddu	...	...	4	2	11	...	...	17	1	Good.
43	Hettúru	Hettúru	...	...	6	3	1	...	...	10	1	Good.
44	Manjarábád	Anémahal	...	...	...	2	3	...	..	5	1	Poor.
45	Múdigere	Múdigere	...	...	5	7	8	...	...	20	1	Good.
46	Uggihalli	Uggihalli	...	...	3	4	2	...	...	9	1	Fair.
47	Yesalúru	Yesalúru	...	...	9	7	7	...	...	23	1	Fair.
	Narasipura Talook.											
48	Ganni	Ganniagrahára	..	...	4	6	8	3	..	18	1	Poor.
49	Mádápura	Mádápura	...	...	2	5	5	...	...	12	1	Fair.
50	Mávinakere	Halékóte	...	8	9	5	12	...	...	34	2	Good.
51	Narasípura	Hippe	...	...	4	6	6	...	...	16	1	Poor.
52	Niduvani	Tátanahalli	...	...	8	10	10	...	..	28	1	Good
			7	34	214	265	421	4	2	948		

7. GIRLS' SCHOOLS.

	No. of Pupils in each Class.						Total.	No. of Teachers.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bangalore ...	...	8	14	18	...	20	60	2
Chintámani ...	...	5	15	16	...	...	36	1
Closepéte ...	...	...	8	23	...	...	31	1
Hassan ...	...	5	6	17	...	...	28	1
Mágadi ...	...	...	...	4	3	18	25	1
Sarjápura ...	...	...	5	6	21	...	32	1
Sidlaghatta ...	...	...	...	12	23	...	35	1
Srínivásapura ...	...	...	...	1	12	...	13	1
	...	18	48	97	59	38	260	

64. *Bangalore.*—This school has been well attended during the year and contained a few months ago as many as 80 girls. The close of the official year falls in the marriage season, and hence the numbers have diminished somewhat, but will revive again. The course of study in general resembles that of a talook school. Some of the elder girls can read and explain from Padyasára and Kathá Sangraha, write correctly to dictation, do sums in proportion and answer general questions on the map of the World.

65. *Chintámani.*—The school here takes the lead among the country schools, and does credit to the exertions of Krishnamáchári, the Head Master. A good deal of the instruction is in Telugu. The standard is about the same as that of the Bangalore school, but the girls here are more ready at arithmetic.

66. *Closepéte.*—This school is a new one. The attendance is satisfactory as regards numbers, but I fear irregular. The progress is very little. One or two girls can read the First Book, know the multiplication table, can work addition sums and write words on a slate.

67. *Hassan.*—The school is better attended than last year, owing to a recent influx of Jain girls. Every encouragement will be given to induce them to stay. The girls in the highest class read and wrote well

and were quick at their other exercises. The venerable old master complains very much of the waywardness of his pupils and the hard work he has to keep them in any thing like order. I made arrangements for relieving him during certain hours, that his extensive acquirements may be made available for students in the University classes of the District school. (I regret to say that his death has lately been reported. His son, who is a good scholar and well suited for the position, takes his place.)

68. *Sarjápura, Sidlaghatta.*—These two schools have been newly established with very encouraging prospects. It would de difficult to find a more intelligent and interesting collection of native girls than those at Sidlaghatta, and I expect to see the school here taking a high place.

69. *Srínivásapura.*—This school had evidently been so much neglected that I was obliged at the last inspection to remove the master. His successor is a Shástri well known and esteemed in the place, and an improvement has taken place under him. But it cannot yet be said that the state of the school is satisfactory.

70. The desire for female instruction is I believe genuine in many other places. The experimental school at *Chikka Ballápura* is a very pleasing one. *Gudibanda*, *Mulabágalu* and *Narsápura* have all submitted applications for girls' schools and promised a large attendance. There is also a movement to the same end in *Tyámagondlu* as well as in *Kánakánahalli*.

8. Normal Schools.

71. *Hindustáni Normal School, Bangalore.*—The condition of this school has been greatly improved during the year. The course of study has been re-arranged, and a young Muhammadan who has passed the First Examination in Arts acts as an assistant training master, giving instruction in arithmetic, history and geography. Kanarese also forms one of the studies. A practising class composed of Muhammadan boys has been attached to the school. The inspection took place in October, the report on which was as follows.

72. The number of paid students is 14, of whom one has acted for some months as an assistant at Mysore in the Hindustáni branch of the Rájá's School. He obtained a certificate at the previous examination.

The remaining 13 were now examined. The results will be seen in the statement of marks. Six students have been passed as qualified for teachers' certificates.

73. I held a trial examination in July last, but was greatly disappointed with the performance of the students. Both they and the training master were warned that serious notice would be taken of the matter if they did not shew decided improvement within two months, when another examination would be held. I am glad to say this step produced the right effect. All have worked hard in the last few months, and I believe that no better qualified candidates for teacherships have yet been sent from the school than those now about to enter on employment.

74. The young men who have been sent from this school in the last two years as teachers have given the greatest satisfaction, and the teachers of aided schools who have attended for instruction have evidently derived much benefit from the course.

II.—AIDED AND PRIVATE SCHOOLS.

75. The following new grants to schools in the First Circle received sanction during the past official year :—

St. Paul's Mission Schools, Bangalore Boys' and Girl's,		Rs. 20	a month
London Mission Kanarese Boys' School,	Anekallu	„ 15	„
Hindustáni School,	Nelamangala ..	„ 12	„
Do	Mágadi ..	„ 10	„
Do	Másti ..	„ 10	„
Do	Hindiganálu ..	„ 10	„
Do	Kanúru ..	„ 10	„

A sum of Rs. 2,000 was given in aid of the new building for the Chatur Véda Siddhánta Sabhá Seminaries.

76. The St. Bartholomew's School, Mysore, having been finally closed in September the grant of Rs. 40 enjoyed by it came to an end. The grant also of Rs. 10 given to the Closepéte Hindustáni School terminated on its being taken over by Government.

1. Boys' Schools—Upper Class.

77. *Bishop Cotton School, Bangalore.*—At the inspection in November there were 109 pupils, including 29 boarders, as against 103 with 23 boarders in the previous year. The divisions of the school con-

sist of three forms, namely, First, Second and Matriculation, each subdivided into upper and lower. Between the upper and lower First is a "shell" class. The Revd. Dr. Pope, the Warden, takes a part of the instruction of the highest class and is assisted by six other masters, two of them graduates of the Madras University.

78. In the University examinations the senior assistant master took the degree of Bachelor of Arts in the second class, being the first of his year. Five of the students passed the Matriculation examination, two being in the first class. The lower forms were thus reported on after inspection. The lower Matriculation were not ready at simple equations in Algebra and knew very little of the reign of George III. In the elementary rules and the earlier portions of English history they were better prepared. The second upper appeared to be a good class and well taught. Translation from Latin, however, was not very accurate. The second lower answered questions fairly on Bain's English Grammar. In working sums in decimals more practice was required. The remaining classes are preparatory and doing well.

79. I went over the new premises, accompanied by the Warden. There can be but one opinion as to their airiness and generally well considered arrangements. In the boys' school-room, however which is now occupied, I noticed that the noise naturally arising in the course of instruction from the various classes was such as often to prevent the questions or remarks of a teacher reaching any but the boys nearest to him. This might be obviated by letting down curtains between the classes, which could be drawn back to the wall again when not required, leaving the room free of obstruction. The matter needs attention, as the voice of a master is now much taxed, and careless boys will not exert themselves to listen to observations only half heard. The dormitories for the boys are on the upper floor of a building connected with the school room by the lavatories. They are however approached by an uncovered staircase on the outside. Some protection against the frequent wet nights of the monsoon months seems required, or the boys will hardly get to bed dry even with the help of umbrellas and mackintoshes.

80. On comparing the present condition of the school with what I remember it to have been at various inspections from the time of its

foundation, I consider that it has never been on so good a footing before, nor presented such encouraging prospects of future success.

St. Andrew's School, Bangalore.—This school was inspected in October, at which time there were 60 pupils, of whom 15 were boarders. The total for the preceding year was 56. Three students matriculated in December, one being placed in the first class. The following is extracted from the inspection report.

81. The number of pupils is 60, against 56 at the last inspection. The boarders number 15. The highest class is one preparing for Matriculation, taught by the Head Master, Mr. Thomson. Under this are three classes, each conducted by an assistant master.

82. At the request of the Head Master the students of the Matriculation class were examined only by written questions. The subjects selected by me were English poetry, Latin, arithmetic and algebra. Out of a total of 95 marks the three highest numbers obtained were 58,57 and 48. The other boys gained from 40 down to 31.

83. The first class were going through last year's Matriculation text book. Both the reading and the explanation of the text generally fell short of what might be expected from this class. Latin exercises from Arnold's First Book had been fairly learnt. The knowledge of Euclid and arithmetic was tolerably good. Algebra required more practice.

84. The second class read from McCulloch's Course and had committed to memory some of the easier pieces of poetry. They were well prepared in geography, and the first division worked out examples in the addition of vulgar fractions. The third class read from little Arthur's History of England and knew the multiplication table.

85. Except the occupation of new premises few changes have occurred during the year. The pupils are nearly all the same, which must be regarded as a good sign, indicating general satisfaction with the way in which the school is conducted. The new building is roomy and comfortable, conveniently apportioned in the manner recommended by me last year. The boarders are under the control of the Head Master alone, none of the other masters living at the school. The dormitories were clean and orderly. The out-houses have been lately added to.

86. *Native Educational Institution, Bangalore.*—The number of students at the time of inspection stood at 309, composed of 287 Hindús, 7 Muhammadans and 15 Christians. On the days of inspection 273 were present. The course of instruction rises through six school classes to the Matriculation classes, F. A. and B. A. college classes. The Revd. Mr. Hudson, B. A., is Principal of the institution, with assistants as stated in previous reports for the past two years. A small Sanskrit class has been newly formed under the Kanarese munshi.

87. From the Matriculation class seven pupils succeeded in passing the University test. The condition of the lower classes is thus reported on. The first class failed discreditably in geography, and the same subject was very imperfectly known in the fifth A class. Writing to dictation was not satisfactory in the third A class. With a few other less prominent exceptions, the classes were fairly well prepared with their lessons, and on the whole maintain the credit of the school. The regular system on which the lower classes are examined every month has an excellent effect.

88. *London Mission Institution, Bangalore.*—From this institution three students matriculated. When inspected there were 169 pupils, as against 172 in the year before. The Rev. Mr. Walton, the Principal of the institution, was prevented by serious illness from attending during several months, from April to August. It is gratifying to find that the school has not suffered permanent loss on that account. The division into classes and the staff of teachers are as described in previous reports. For assisting in the Matriculation class, however, Mr. Lawrence, a graduate from the High School, has been engaged as an additional master for a few hours a week.

89. Regarding the other classes, the condition of the sixth class was very unsatisfactory. In the fifth, geography was not well done. Of the other classes I should say that the second was on the whole the best. But with the exceptions above pointed out, a generally favorable opinion may be expressed as regards the instruction throughout the school.

90. *Wesleyan Mission School, Mysore.*—From this institution one student passed the First Examination in Arts, and four the Matriculation, one in the first class. An attendance of 193 at the inspection against

15½ the previous year shewed that the school has recovered its popularity. It is conducted by the Revd. Mr. Gostick. The college classes were not examined, being just on the eve of going up for their respective tests. Of the rest the following is a summary of the detailed report.

91. The first class seemed greatly improved since last year and did well in all the lessons examined, with the exception of Euclid, which was very imperfectly known. The second class have received a new teacher according to my repeated recommendations, and I look for good results in consequence. At present the class are still suffering from the effects of the previous bad teaching, as instanced by their unsatisfactory manner of reading. The third class were ready with geography, but imperfect in translation into Kanarese. The fourth and fifth classes did well, especially the former. The sixth required more attention on the part of the masters.

2. Middle Class.

92. *St. Joseph's Catholic Seminary, Bangalore.*—The number of pupils in the English Seminary is 101. This shews an increase of 10 since the last inspection. The superintendence of the school continues in the hands of the Revd. Mr. Clemot, M. A, and the general arrangements are as before reported. The highest class are studying the Matriculation text book, and answered questions on the portion selected more readily than the same class last year. But the greatest improvement is observable in the mathematical lessons. With regard to these the class are greatly in advance of what they were when I last inspected the school. One student matriculated in December.

93. The results of the fourth class examination in English and grammar were not satisfactory, but in geography the boys did pretty well. The remaining classes were very fairly prepared with their lessons, especially the third. Kanarese is taught throughout the school. Altogether the Seminary is in a thriving condition and doing steady work under the praiseworthy exertions of the Head Master.

94. *St. Mary's Catholic Seminary, Bangalore.*—The adjoining Native Seminary of St. Mary's is under the superintendence of the Revd. Mr. Janssoone, and contains 18 students. The course of instruction has been described in previous reports. The first two divisions learn Latin, English and Kanarese, the lower ones only Kanarese. Theological training is the principal aim of this institution.

95. *Miss Fergusson's School, Shúle.*—Since the death of the lady whose name it bears, this school has been carried on under the same designation by Mrs. Howell, a relative.

96. I found the number of pupils to be 82 against 92 last year, the total being made up of 39 girls and 43 boys. All are day-scholars. The number of classes reckoning sub-divisions is ten, but may be set down as really six. The head mistress teaches the first three, and four assistant mistresses the rest.

97. The first, second, and third classes read fairly and answered questions put to them with more or less readiness. In arithmetic they did not do well. Writing to dictation was for the most part good. Geography was pretty well known. Some more modern work than Stewart's should be used in teaching this subject. The two divisions of the fourth class gave me satisfaction in their elementary lessons. The classes below repeated hymns correctly and were at various stages in learning to read.

98. I consider that the school continues to be creditably conducted, and affords a means of juvenile instruction for which there is no equally convenient provision in the neighbourhood.

99. *London Mission Cantonment School, Bangalore*—Contains 95 pupils formed into six classes under as many teachers, of whom the Head Master is a passed F. A. man. The attendance is lower by 30 than last year, which is owing to the re-opening of the Alasúru branch. Some changes among the masters have also affected the numbers. The fourth class was for a time broken up by the misconduct of its teacher. It has just been re-formed under a new one.

100. The first class I regretted to find very backward in answering the questions put, both in the language and mathematical studies. While some allowance must be made for irregular attendance, arising from many of the students being employed, it appears to me that this unfavorable result was due even more to a faulty system of instruction. The master by his own confession teaches his pupils on the principle "of doing every thing for them." So far from accomplishing the main object of education, that of stimulating the faculties into healthy exercise, this practice actually impedes the action of the mind by clogging it with a mass of undigested information. It is of great importance that so un-

fruitful a method should be given up, and that the thorough grounding of the scholars in this class in elementary subjects should be better attended to. The second and third classes passed a fair examination. The fourth as before stated, is a new one, now only in course of formation. The juvenile classes were going on successfully.

101. Taken as a whole the school may be reported as a well conducted and useful institution. A native minister gives Scripture lessons and superintends. The Revd. B. Rice inspects it periodically.

102. *London Mission School, Alasúru.*—This school after being closed for many months for want of funds was, on receipt of an additional grant-in-aid to the present institution, re-opened in January 1872. The number of pupils has risen to 115, a higher figure than was ever before reached. The average attendance is 97. As in the Cantonment School, there are six classes and six teachers. The Head Master has matriculated. A native evangelist is the Superintendent and gives the Scripture lessons. The Revd. B. Rice inspects the school from time to time.

103. On examining the first three classes the third was found to be the best prepared. The reading in this class was very good, and the other lessons were well done. The lower classes were also examined and acquitted themselves fairly. The successful re-establishment of this school in so populous a suburb of Bangalore is an encouraging sign of the value placed upon education by the natives. An influential resident of the place has voluntarily assumed the position of a patron, and interests himself in securing a good attendance and in watching the progress of the boys.

104. *Jahagírdar's School, Yelandúru.*—I found the master here laid up with fever and unable to attend. I fear however that he has much neglected his work, as no register of attendance has been kept since July and no register of class numbers since October. The number of boys who presented themselves in the various classes was 15 altogether. The third class read fairly and wrote to dictation. The fourth class did very badly, their reading being quite unintelligible. The fifth class did well as did the little boys in the sixth class. There is a Sanskrit teacher connected with the school, who has 33 pupils including those of the English school.

105. *Ordnance School, Fort.*—Many complaints having arisen against the master of this school it became necessary to remove him. The recent appointment of a more competent man will, it is expected, result in improving the attendance and raising the standard of this the only school in its neighbourhood.

3. Lower Class.

a. Anglo-Vernacular Schools.

106. *Catholic Schools, Mysore.*—The various branches are attended as stated in the margin, shewing an increase in each department and an advance on the whole to 149 from 126 last year. The lessons of the English classes were not so well done as on the previous occasion, and a very small portion of each book had been prepared. The Kanarese school was quite elementary, the highest boys being able to read the Second Book. The Tamil was as usual the most satisfactory of the three branches. The same master is in charge who has so successfully conducted it for many years past and no decline appears of its popularity.

English	...	...	15
Kanarese	...	...	19
Tamil	...	...	115

b. Kanarese Schools.

107. *Wesleyan Mission Boys' Schools, Mysore.*—These Kanarese schools have both a lower attendance than last year. The Market Street school is the most advanced and very satisfactory. A new building is shortly to be erected for it on the present advantageous site. The Péte school does not seem to be so well conducted. The Hindustáni school has been separated from the Kanarese and is now carried on in a large building formerly occupied by the Bowring Madrasa. I was much gratified with the condition of this school and think it deserving of a distinct grant as applied for. It has an establishment of 2 masters on Rs. 10 each, and a peon on Rs. 4. House-rent costs Rs. 4 more. The boys pay a fee of one anna and partly buy their books. A good school ought to spring up here if it is well supported, as the situation is a convenient one for the Musalmáns of the place. (The school has since been given up, because the study of the Bible was objected to on the part of the Muhammadans.)

Market Street	...	...	84
Pété	...	...	58
Hindustáni branch		...	64

108. *London Mission School, Anekallu.*—Contains 54 boys divided into 5 classes, the first about equal to the third class in Government schools. The reading and explanation of what was read were fair. The knowledge of arithmetic was defective. The maps are very poor, and do not give the boys a fair chance in learning geography. Fees are paid throughout the school, and it is constantly superintended by the resident catechist. I consider that a better Head Master should be provided, as well as better maps and other school apparatus. The standard of instruction should then be made higher.

109. *Wesleyan Mission Main Street School, Bangalore.*—This is the only school on which Mr. Hodson has reported. He says, "my inspection was held at the close of a succession of feasts and before the attendance had quite recovered from the dissipating effects of such seasons upon little boys. Consequently I only found 49 out of the 78 pupils whose names were on the school register. Each of the 4 classes into which the school is divided has a separate master. The secular course of instruction is very similar to that followed in Government schools of the same kind. Most of the boys belong to the artizan and trading classes, oil-pressers being most numerous. I was satisfied with every class except the first, which got through the examination very lamely indeed. I was surprised to find that the fee was fixed for this class at 4 annas, which is unusually high. I was subsequently informed that the character of the instruction imparted was formerly of a superior kind, but had greatly deteriorated in the hands of the present master, who had been temporarily appointed on the unexpected departure of his predecessor."

110. *Catholic School, Shathalli.*—Although I have more than once visited the station, this is the first time I have had an opportunity of seeing this school, as it has generally been closed for the holidays at the time of my tour. The register shews 70 pupils, but only 25 were present. The average attendance I was told was 45. The school is divided into four classes. It appears to me that the instruction is too exclusively elementary and that a more suitable gradation of lessons should be introduced. My views were explained to the Revd. Mr. Desaint at the time and will doubtless be acted on.

111. *Chatanhalli Branch School, Singápura.*—This is purely a village school, carried on in a Basava temple. There were 30 names on

the register, and the average attendance is 25. The books used are supplied gratis by Mrs. Fitz Gibbon, the widow of the founder of the school. They consist of tracts in Kanarese and a few reading books of the Christian Vernacular Education Society's Series. The master receives Rs. 8 a month. I gave him directions about classification of his boys and think that he cannot do better than follow the course prescribed for Hóbli schools, only substituting the religious reading books which he has been provided with.

112. *London Mission School, Málúru.*—There are here 47 boys, formed into 5 classes. The first class is more advanced than the similar grade at Anekallu, but the instruction appeared to be on the whole imperfect in its character. The Head Master seems a suitable person, but would be benefited by a little training. A catechist from Kolár examines the school once a month. No fees are paid, and books are given free. These arrangements should be altered and greater efforts made to popularize the school.

c. Sanskrit Schools.

113. *Chikka Ballápura.*—The number of students is 50 divided into 4 classes as per margin and studying the lessons there indicated. In examining this prosperous school one is quite in an atmosphere of intellect. The principal students are thoroughly accomplished proficients. The institution yields to none that are supported by Government in the excellence both of its management and system of instruction. The managers are willing to turn more attention to mathematical studies and this disposition will be encouraged.

13 Nátaka, Champu, Tarka, Vyakarana.
7 Naishadha, Mágha.
10 Bháravi, Raghuvamsha.
20 Amara, &c.

114. *Chintámani*—Contains 24 students studying in four divisions noted in the margin. Favorably as this school has often been reported on, I do not think its condition has ever been more satisfactory than at the present time. An effort will be made to introduce other than language studies which now occupy all the attention.

4 Nátaka Champu.
6 Mágha, Bhartha Hari.
8 Raghuvamsha, Kumára Sambhava.
4 Amara, Bhásha Manjari.

115. *Mélkóte.*—On the register there were 80 names, and 56 pupils were present. This school combines instruction in Kanarese on geogra-

phy, arithmetic and grammar, with the usual Sanskrit lessons of purely Sanskrit schools. The first class are studying Champu Rámáyana and Bhartri Hari, as well as trigonometry according to the Lílávati. The second class are going through Mágha and Raghuvamsha. All the boys even to the lowest were most anxious to be examined. The results of the inspection were generally satisfactory. I recommended the study of Euclid in the Kanarese version before the more difficult parts of Lílávati were proceeded with. The discipline of the school seemed to need more attention, but some allowance must be made for the excitement of the occasion.

116. *Seringapatam*.—The present divisions of this school appear to be as stated in the margin. The general state of the school may be described as satisfactory. Two shástris and a young man, who is also a student, teach the Kávyá subjects. Another learned shástri has charge of the Vyákarana. The school has improved during the year and has received more attention from the Manager, Pandit Jagannáthachár.

2 Nátaka,
3 Bhárata Champu,
7 Mágha,
13 Raghuvamsha and Kumára Sambhavi,
3 Of the above, and
4 Others Vyákarana.

d. Persian and Hindustáni Schools.

117. All the schools under this class, in addition to being visited by the Inspector, have been regularly inspected by the Sub-Deputy Inspector of Hindustáni Schools, Khwájá Muhammad, who has discharged his duties with fidelity and credit.

Bangalore District.

118. *Madrasa Islamia, Bangalore.*—This school for some time suffered from frequent changes in the Nazims. Men too were appointed who had not sufficient leisure or interest to look well after the school. The present Nazim is more devoted to his duties, and a great improvement may be expected. The third class passed a better examination at the last inspection in arithmetic and geography than had before been the case. The master of the second class, who has received some training in the Normal School had not put into practice the system he had learnt. To this matter the attention of the Nazim was directed. On the whole the state of the school has latterly improved.

119. *Madrasa Muhammadia, Bangalore.*—The highest class, according to the divisions in Government schools, is a second. Two of the pupils were quick in arithmetic and geography, but had not paid sufficient attention to history. The able first and second masters long attached to this school have received employments in Hyderabad. Their successors are making every effort to improve the school. The Muhammadan boy who having studied in English in the High School was in the habit of giving lessons to the upper classes in arithmetic, geography and history, has also gone to Hyderabad. These subjects are taught therefore at some disadvantage at present. But an improvement is reported in the Persian studies.

120. *Madrasa Kudusia, Bangalore.*—The attendance is large, but consists of many very juvenile pupils. The first class contains two pupils, one of whom has made good progress in the study of Arabic, as well as of geography and history. The third class passed a good examination, and the school generally is well conducted.

121. *Madrasa Sultani, Bangalore.*—In the Arabic and Persian instruction this school stands first, but some other subjects are not so well attended to. It is the desire of the Managers that the grant should either be increased or the school taken over by Government. It is a creditably conducted school, but the funds do not seem sufficient for the provision of competent assistant masters. Hence too much stress is apt to be laid on the attainments of two or three advanced students, to whom the Head Master has devoted his principal attention.

122. *Commissariat School, Bangalore*—Being attended by the sons of camel drivers, the attendance is very fluctuating, and boys are liable to removal after only a few months' instruction. Several of the best boys left a few months ago with the brigade of artillery which was under orders for Kamptee.

123. *Madrasa Muhammadia, Chennapatna.*—This school was for long making very satisfactory progress under the Head Master trained in the Normal School. But the exercise of some severity on his part to a few boys who recently misbehaved themselves was strongly resented by their parents, and made use of as an occasion for stirring up the animosities of the two great factions among the Muhammadans of the town, which

resulted in personal assaults and the temporary breaking up of school. The master has had to resign and the Managers have sent another older man to the Normal School to be trained with the view of installing him as Head Master after he has passed the examination for a teacher's certificate. The school is meanwhile going on again.

124. *Madrasa Ahmedia, Dodda Balláapura.*—A good school, but crippled in its resources owing to the withdrawal, on account of distress among the Muhammadans, of private subscriptions for its support. The intention is to convert it into a Government school, as it is well attended, and the master is a trained Normal student.

125. *Madrasa Yusufia, Tyámagondlu.*—I was not satisfied with the school when I visited it in July last, but the warning then given to the master seems to have been effectual. The present condition of the school is spoken of with commendation by the Sub-Deputy Inspector.

126. *Madrasa Husenia, Nelamangala.*—This is one of the schools which has received aid for the first time during the past year. As the premises occupied by it were unsuitable in the extreme, an unused building at the back of the Government school has been granted to it for the present. The master is a clever man and good expectations may be formed as to the future of the school. An assistant is required.

127. *Madrasa Mufid ul Islam, Mágadi.*—Also a new school. The master is a good Persian scholar and his assistant has been a student in the Normal School. There is every prospect of the school doing well. The Nazim is making every effort for its improvement.

128. *Hindiganálu.*—I was pleased with the unostentatious character of this school, which contains several girls. The master appears to be a clever man. The premises were not at all suitable, but the Muhammadans propose to add a wing to the hóbli school-house now under erection, for their own use.

129. *Kanúru.*—A new school, and still in an elementary state. The master is qualified to raise the standard and every thing promises well for future progress.

130. *Hosalaya.*—A school has been established here by a dwarf from Hunasúru, who is well known there as a school master for many

years past. His pupils are sons of Silédars and ryots, and the school is considered deserving of a small grant-in-aid.

130. *Kyálanúru.*—A similar village school has been started here, and if well supported, the number of Musalmáns resident in the neighbourhood is sufficient to secure a good attendance.

Kolár District.

132. *Madrasa Ahmedia, Srínivásapura.*—This school has been very well conducted throughout the year. The Head Master is a clever and intelligent man, acquainted with Arabic and Persian. He is not however satisfied with the amount of grant-in-aid, and perhaps a slight increase might be given or the school attached to the local Government school. The highest class is a second according to the Government scheme.

133. *Madrasa Ghausia, Rónúru.*—A good village school, conducted in a regular and creditable manner. The pupils are mostly sons of troopers in the Mysore Horse.

134. *Madrasa Ibrahimia, Echinpalli.*—The master of this school is a clever and well trained man. As he offered to enter Government service he was appointed to Coorg, but the state of his health did not permit of his taking up the appointment. The pupils are of the same class as those at Rónúru but somewhat more advanced.

135. *Madrasa Islamia, Chintámani.*—This school has for several years given satisfaction in its management. But the pupils are of a very poor class and leave school early, which prevents the attainment of any high standard.

136. *Másti.*—An elementary school has been established here, the Musalmán population being considerable. The progress made up to the present time is satisfactory.

137. *Táyalúru.*—A village containing a large Muhammadan population. Aid is requested for an aged teacher who is represented as active and clever in his profession. An additional qualification is that he is acquainted with Kanarese.

Mysore District.

138. *Madrasa Muhammadia, French Rocks.*—The most advanced boys of last year have entered the native regiment stationed at the French Rocks. The junior classes did well in examination. The master is a well educated man and attentive to his work.

139. *Madrasa Sultani, Hunasúru*—Has been conducted methodically and successfully for many years. It is proposed to convert the school into a Government institution in order to increase its efficiency.

140. *Gumbaz Madrasa, Seringapatam.*—Nothing can be done with this school unless the suggestions previously made for the last two years, or some similar arrangements, are carried out. It is at present in every way unsatisfactory and the education is little more than nominal. The first master is indifferent to his work, and the second too old to do much.

Sáligráma.—The people having applied for a school to be aided by a grant, it was visited for the purpose of inquiry. The place appears a favorable one and contains a considerable Muhammadan population, but no well qualified teacher. There is a man, however, who keeps a school at Yedatore, who is represented as a suitable person if he would remove here.

142. *Bettadapura.*—Aid has been requested for a school at Halaganahalli close to Bettadapura. But it does not appear certain that a satisfactory attendance would be procured.

143. *Periyápatna.*—A large town with a good proportion of Muhammadan houses. The school kept by Safdar Bég is especially recommended for a grant-in-aid. He is a good scholar, and is resorted to by adults at night for instruction, as well by younger pupils during the day.

Hassan District.

144. *Ahsan ul Madrasa, Hassan.*—The drawback to the regular progress of this school is the frequent absence of the Nazim, who has coffee estates at distance from the place. He wishes that the school may be made a Government institution. Its condition has improved

during the year and much attention has been paid to it. The subject of arithmetic is not sufficiently well taught, and there is a want of maps for the study of geography.

145. *Sindhughatta.*—Aid is recommended for a school at this village which the Muhammadans have supported for more than a year past. Its condition is regarded as satisfactory considering the time it has been in operation.

4. Girls' Schools—Upper Class.

146. *Bishop Cotton School, Bangalore.*—The pupils now number 72, of whom 14 are boarders. Last year there were 54, including 16 boarders. The school continues under the care of Mrs. Smith as head mistress, who has three assistant mistresses. The highest division of the school is denominated the college class, and has for a short time back received instruction daily in Latin, Euclid and English poetry from Dr. Pope, and in arithmetic from one of the boys' school masters. The formation of such a class in a girls' school, as well as the course of study introduced, are novelties, at least in Bangalore. The success of the experiment remains to be seen when it has been tried a little longer. But it is a question whether the learned Senate of the Madras University have yet proposed to themselves the eventuality of girl graduates.

147. The fourth class read and explained verses from the Girls' Reading Book, and knew something of history and of the Geography of India. The classes from the third downwards are going on steadily with their elementary lessons.

148. The premises for the girls' school are in course of transformation to fit them for their object. So far as can be judged they will be both comfortable and luxurious.

149. *Wesleyan Mission English Girls' School, Bangalore.*—The number of pupils is 72. An increase of 10 has taken place since the last inspection. No change has occurred in the staff of teachers. The suggestions made in my last report have been adopted, both as regards the classification of the girls and the reduction in the number of text books having reference to the same subject. The improvement resulting from these revised arrangements was evident during the examination, and it is to be hoped that a still higher standard of efficiency will be attained.

2. Lower Class.

a. Anglo-Vernacular Schools.

150. *London Mission Boarding School, Bangalore*—Contains 24 girls, of whom ten are orphans and five others fatherless. While all are instructed in Kanarese, only 13 of the more promising ones are taught English. Two native male teachers conduct the classes, assisted by a European lady, under the superintendence of the Missionary's wife. A matron has charge of the girls out of school hours. The first class girls read fairly from the English Fourth Book, wrote neatly to dictation, could work sums up to compound division, and knew some geography and Indian History. The second class girls read from the Second Book and had learnt by heart sentences in the English-Kanarese Vocabulary. The same girls afterwards formed Kanarese classes, along with the rest of their school fellows, and went through similar exercises in the vernacular.

151. The general state of the school may be described as satisfactory. The premises are clean and airy, and the girls appear to be comfortable and well conducted. In addition to book lessons they learn needle-work of ordinary and fancy descriptions, manage the cooking in turns, and acquire such other domestic accomplishments as fit them to become useful and intelligent wives to native Christians connected with the Mission.

b. Kanarese Schools.

152. *London Mission Day Schools, Bangalore.*—The attendance in all the five schools amounts to 458, the number present at the inspection being 368, as per particulars for each in the margin. This number as against 512 last year shews a reduction of 54, the result of giving up in July the infant class of the Yalégaudanapálya school, containing 41 children, preparatory to closing the school altogether. The reasons for which will be stated further on.

	On Roll.	Present.
Kurubara Péte	110	97
Arale Péte	111	81
Hosa Péte	128	93
Cubbon Péte	83	72
Yalégaudanapálya	26	25

The system of classification and the provisions for teaching and inspecting are as described in my reports of last year.

153. In the Central School at Kurubara Péte the two highest classes, namely, the fourth and fifth, were assembled from the other

branches, except from that of Yalégaudanapálya. The respective numbers were as given in the margin. The fourth class girls were examined in reading, grammar, writing to dictation, arithmetic and geography. In the language lessons the Kurabara Péte girls appeared to be the most advanced, while in arithmetic the preference may be given to the Hosa Péte girls. Taken altogether the results of the examination of this class were satisfactory in every lesson. At the close the girls sang a Kanarese lyric to a native tune.

	IV	V
K. P.	6	1
A. P.	6	3
H. P.	6	6
C. P.	5	5
	23	15

154. The fifth class was a smaller one, Kurabara Péte school being hardly represented in it at all. On this point Miss Anstey remarks that entry into the fifth class is the stage at which removals of girls from school are the most frequent. For this there are two reasons, first, that the girls are then generally of an age to be useful to their parents at home, and second, that their profiting from the religious and secular instruction received begins then to appear and causes alarm to parents who are under the influence of prejudice. The class in question were examined in their several studies with fair results. The Hosapéte girls here took a decided lead. The Cubbonpéte girls seemed inferior to the rest.

155. The preparatory classes, namely, the sixth, seventh and alphabet classes, were examined separately in each branch school to the number given in the margin. The reading of the sixth class girls was fair and their accuracy in the notation of figures in arithmetic particularly good. The same may be said of the seventh class in a lower degree. Of the alphabet classes I need only say that the system on which they are taught appears to be very successful.

	VI	VII	Alphabet.
K. P.	6	9	85
A. P.	7	6	89
H. P.	7	24	85
C. P.	6	6	61

156. Having seen all these schools, I next went to the village of Yalégaudanapálya, two miles or more distant from the Péte. The girls here present were as noted in the margin, and I was pleased with their examination, especially in the fourth class. It has been already stated that the infant classes of this school were dismissed a few months ago and that the giving up of the school alto-

IV	7
V	4
VI	4
VII	11

gether is intended. There are several reasons which have conduced to this determination, one being the distance of the school from all the others. But it was found on examination that the girls were all Tamil and Telugu with a few Mahrattas ; none were Kanarese. With the view therefore of confining operations to the Kanarese people, which has all along been the primary object of these schools, and of curtailing expenditure, rendered necessary by the entire charge of the inspecting catechist being lately thrown upon them, it was resolved to give up the Yelégaudanapálya School. An offer to transfer it to the Wesleyan Mission was not accepted by that body. In the interests of the more advanced girls therefore the upper classes were retained for a short time longer, the preparatory classes being at once closed. The school will be entirely abandoned at the end of the year.

157. The items of expenditure in the schools were fully stated in the last report. These and the rates of fees, &c., remain the same. It is gratifying to learn that private subscriptions give a liberal support to the schools.

158. *Wesleyan Mission Day Schools, Mysore.*—The schools were examined together in Mandya street school building. Both, it will be seen, have added to their numbers since last year. The upper girls in each class vied with one another to do credit to their respective schools, and it is difficult to adjudge any decided superiority to either. Both schools are in a generally satisfactory condition.

Mandya Street	81
Market Street	84

159. *Catholic School, Shathalli.*—There were here 30 girls, and their reading and singing was very fair. One young woman, the daughter of a neighbouring Gauda or farmer, has learnt to play on the harmonium after only a few months' instruction. The school appears to be well and carefully conducted.

160. *Sanmárga Darshani Bálika Pátashála, Seringapatam.*—This school is much as it was when I saw it in March. There are 23 girls on the roll, of whom 17 were present. The two most advanced girls read well from Padyasára and Kathá Manjari, and one can do sums in multiplication and division. Three other girls can read in the First Book. The rest are studying the alphabet. There are professedly two teachers, the first of whom gets Rs. 10, but it is doubtful if more than one general-

ly has charge of the school, and I fear there is much irregularity in attendance. In nearly all these schools the managers complain that they must continually give way to the whims and fancies of the girls or lose them altogether, for the parents will never urge them to attend school if they express the slightest reluctance to go.

161. *Mélkóte Girls' School*—Contained 21 girls in three classes. The first class girls read and explained passages in the Padya Sára and wrote fairly to dictation. They were well up in the Súpa Shástra or cookery book, which forms one of their lessons. The school is a very encouraging one.

c. Tamil Schools.

162. *Wesleyan Mission Caste Girls' School, Alasúru.*—The number of pupils is 103, which, against 69 for last year, shews an increase of 34. This accession of numbers is partly due to the opening of an alphabet class, but is principally a reaction from opposition to the school which led to its being virtually closed for some months. The exciting cause for the desertion of pupils was an attempt to increase the religious instruction by the introduction of a catechism, &c. The Head Master left, and by his influence maintained a private female school for some time with the same pupils. A better understanding has since been brought about, and the school on the whole benefited, though the residents of Alasúru still claim to form a committee which shall have a voice in the management.

163. The course of study is the same as reported in previous years. The girls of the first class were ready in answering the questions put to them on the Tamil poets, grammar and geography. In arithmetic they required more practice. Their writing was good. The other classes also did well.

164. *Wesleyan Mission Orphan School, Bangalore.*—This school contains 29 pupils, of whom 4 are day scholars. There are four classes. The instruction is given by one native master and one female pupil teacher. A matron has charge of the boarding arrangements. The girls were creditably prepared with their various lessons, the highest class being able to read fluently in the Bible and to answer general questions in grammar and geography. In arithmetic they were less ready. Their

cheerful and well fed appearance betoken due attention to their comfort on the part of the managers. The premises are clean and airy.

165. *Catholic School, Mysore.*—The English class in this school has been discontinued. The number of girls learning Tamil is 80, or about the same as last year. The majority are learning the alphabet and easy words. The advanced girls read in the Lives of the Saints. Three native nuns have charge of the school.

d. Hindustáni Girls' Schools.

166. *Muhammadan Female Educational Institution, Bangalore.*—The attendance of girls is reported as 60. Those of the first class can read well in Anvari Soheli, and answer questions in Indian History. In arithmetic they know the four simple rules. The management of the institution however appears to be somewhat lax. The amount of private subscriptions is diminishing, partly from want of interest and partly from the removal of subscribers to other stations. It is considered necessary that instruction should be given in needle-work, which is now discontinued for want of a suitable teacher.

167. *Madrasa Mufid un Nisvan, Bangalore.*—This school contains 24 girls, the most advanced of whom have learnt geography and elementary arithmetic well. The Nazim makes out that the expenses of the school exceed the receipts, and requests an increase of the grant-in-aid in consequence. The female teacher who used to give instruction in needle-work has been dismissed for want of funds wherewith to pay her.

168. *Tárámandalapéte.*—The school of Amir un Nissa Begam in Táramandalapéte is steadily carried on with about 20 pupils. She is a clever young woman, well acquainted with Persian and Hindustáni, and has also made herself familiar with arithmetic and geography. She seems deserving of some aid from Government.

III. BUILDING OPERATIONS.

169. *Original Works.*—Pending the receipt of final orders from the Government of India on the standard plans for school-houses, no new buildings were erected at Government expense. The construction of hóbli school houses from private contributions was urged on, and several

village schools have now received sufficient permanent accommodation. Of the talook schools, many are in most urgent need of suitable premises.

170. *Repairs.*—The following school houses were put into repair. Nelamangala, Hassan, Maddúru, Srínivásapura, Hosakóte, Málúru, Narasápura and Chintámani.

171. *Erection of Boundary Walls, &c.*—Gates were provided for the Chintámani School. The premises at Srínivásapura, Mulabágalu and Dévanahalli were suitably enclosed with walls, hedge or rails, according to situation. The play-ground wall of the Kolár School was partially rebuilt, having been severely damaged in the disastrous cyclone of May 1872.

L. RICE.

INSPECTOR'S REPORT—SECOND CIRCLE.

I have the honor to submit my Annual Report for the year 1872—73, shewing the progress of education in the Second Circle of the Mysore Educational Department.

2. I assumed charge of this office from Mr. Hodson on the 22nd of February at Toomkoor, his head quarters.

3. Immediately after taking over the office, I transferred the head quarters of the circle, with your approval, from Toomkoor to Shimoga. The latter town, being the head-quarters of the Nagar Division which comprises three out of the four Districts included in Circle II, is of course much better situated for purposes of inspection than the former. I may also state that Shimoga and Kadoor, being for the most part Malnád, are more backward in respect of elementary education than any Districts in the Province, and hence require closer supervision and more frequent inspection than it would be easy to effect from so remote a town as Toomkoor.

4. The total number of schools under inspection is 270 with 8,262 pupils. There has been an increase during the year of 55 schools and 1,568 pupils. The following tables give the numbers :—the first,—of all the schools and pupils under inspection ; the second,—of the various classes of Government schools, and the third,—of the Aided schools.

Table I.—Government and Aided Schools.

CLOSE OF THE YEAR.	English.				Kanarese.								Hindustáni.				Total No. of Schools.	Total No. of Pupils.
	Govt.		Aided.		Government.				Aided.				Govt.		Aided.			
					Boys'		Girls'		Boys'		Girls.							
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		
1872—73 ...	4	512	...	...	246	6,780	...	...	8	525	1	88	5	198	6	159	270	8,262
1871—72 ...	4	457	...	...	196	5,664	...	...	9	351	1	82	2	55	3	85	215	6,694
Increase ...	...	55	...	...	50	1,116	...	...	...	174	...	86	3	143	3	74	55	1,568

Table II.—Government Schools.

District.	No. of District Anglo-Vernacular Schools.	No. of Pupils.	No. of Talook Kanarese Schools.	No. of Pupils.	No. of Hubli Kanarese Schools.	No. of Pupils.	No. of Talook Hindustáni Schools.	No. of Pupils.	Total Schools.	Total Pupils.
Shimoga ...	1	207	10	615	56	1,244	1	52	68	2,118
Chituldroog ...	1	145	10	462	51	1,339	1	24	63	1,970
Kadoor ...	1	56	8	341	45	844	1	43	55	1,284
Toomkoor ...	1	104	9	413	57	1,522	2	79	69	2,118
Total for 1872-73	4	512	37	1,831	209	4,949	5	198	255	7,490
„ for 1871-72	4	457	37	1,802	159	3,862	2	55	202	6,176
Increase ...	...	55	...	29	50	1,087	3	143	53	1,314
Average for 72-73	...	...	...	49	...	23	...	40	...	...

Table III.—Aided Schools.

District.	Kanarese.				Hindustáni.				Total Schools.	Total Pupils.
	Boys'.	Pupils.	Girls'.	Pupils.	Boys'.	Pupils.	Girls'.	Pupils.		
Shimoga	1	75	...	...	3	84	...	...	4	159
Chituldroog... ...	...	...	...	...	1	20	...	...	1	20
Kadoor	...	...	...	...	..	...	...	..	—	...
Toomkoor	7	450	1	88	2	55	...	...	10	593
Total for 1872-73 ...	8	525	1	88	6	159	...	...	15	772
„ for 1871-72 ...	9	351	1	82	3	85	...	...	13	518
Increase for 1872-73 ...	...	174	...	6	3	74	...	...	2	254

5. *Changes in the Subordinate Controlling Agency.*—Three out of the four Sub-Deputy Inspectors of this circle were transferred to the First Circle towards the close of the year, their places being supplied by the masters of the Training Schools, which were closed on their work being accomplished. The transfers were as follows:—

(1.) Rámáchári, from Shimoga to Circle 1, 25th November 1872.

Succeeded by—Srínivás Tátáchári, from the Training School, Nandidroog.

(2.) Anantáchári, from Kadoor to Circle 1, 1st December 1872.

Succeeded by—Venkataramanaiya, from the Training School, Nagar.

(3.) Nanjundaiya, from Chituldroog to Circle I, 10th March 1873.

Succeeded by—Tirumaláchár, from the Training Shool, Ashtagram.

6. *Ratio of Schools and Pupils to Population.*—The following table shews the population of each District according to the Khánéshumári returns of 1872—73; the number of Government, aided, and ascertained indigenous schools; the number of pupils attending these schools, and the proportion both of schools and pupils to population.

Table IV.

District.	No. of Government and Aided Schools.	No. of Pupils.	Population.	Proportion of Pupils to Population.	Indigenous Schools.	Pupils.	Total No. of Pupils in Schools, Government Aided and Indigenous.	Proportion of Pupils in all Schools to Population.
Shimoga ...	72	2,277	4,55,388	1 : 200	95	1,403	3,680	1 : 124
Chituldroog ...	64	1,990	4,81,698	1 . 242	242	2,897	4,887	1 : 98
Kadoor ...	55	1,284	2,92,650	1 : 228	82	986	2,270	1 : 129
Toomkoor ...	79	2,711	5,55,676	1 : 205	236	2,720	5,431	1 : 102
Total...	270	8,262	17,85,412	1 : 216	655	8,006	16,268	1 : 110

From the above table it appears that, in this Circle, for every 216 inhabitants Government educates one pupil. If the private schools (of which the returns are not quite reliable) be taken into account, we find that one out of 110 attends *some* school. If the juvenile male population be alone taken into account, a very rough calculation shews that one in about 30 is being educated.

It is also seen that the average attendance at a Government school is about two and a half times as high as that of a private school. The 270 Government and aided schools have 8,347 pupils, or an average of 30 each; while the 655 private schools have 8,906 pupils, or an average of 12 each.

7. *Uncertificated Teachers.*—There are three descriptions of certificates held by teachers in this Circle. There are (1) University certificates, held at present by five only of the masters in District schools ; (2) Normal school certificates, held by men who have passed the examination

for a Talook School Master ; and (3) Training School certificates, qualifying the holder to take charge of a Hóbli School. The following table shews the number of teachers with and without certificates, in the different classes of schools.

Table V.

District Schools.		Talook Schools.		Hóbli Schools.		Total certificated.	Total uncertificated.	Remarks.
Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
*9	9	37	†29	187	28	233	66	* One F. A., four Matriculation and four Talook certificates. † Of these 20 are assistant masters.

Of the 66 set down as uncertificated, 20 are assistant masters in talook schools. These were for the most part masters of indigenous schools who were taken into service when the Government schools were established. The measure was attended with this advantage, that such masters brought with them all their boys, and the confidence of the people was secured. It has been found well in Lingáyat towns, especially where the Head Master is a Brahman, to appoint Lingáyat assistants. Though not generally of very high attainments, these assistants are quite competent to teach the lower classes of a school and do well under supervision. The other uncertificated men, 18 in number, in the District and talook schools are for the most part well educated and include some of our best teachers. The two in Chituldroog, for instance, have each a school of the First Grade. Lastly, there are the 28 hóbli masters without certificates. Some of these are indigenous masters, employed chiefly in Malnád hóblís in Shimoga and Kadoor, where it is difficult to get any one to go. It may possibly be found necessary, in future, to re-open a training school, for the benefit of these men. A few were the best boys in some of our talook schools and are well educated.

8. *Employment of University Under-graduates as Teachers.*—District school-masterships are eagerly sought after by this class of men, and it is probable that they will, in no long time, fill all the appointments we

have. As regards talook schools, it has not been found practicable or advisable hitherto to employ University under-graduates. I have no doubt myself that teachers of this description would be more efficient than the old Normal school passed men if only they would settle down to the work ; but, in the first place, a man holding a Matriculation or First Arts certificate is usually far too ambitious to pass his life, or any long period of it, in the subordinate ranks of the Educational Department. Knowing English, as he does to some extent, he would make the mastership a mere stepping-stone to the first post in the Revenue or Judicial Departments that he could by hook or by crook obtain. His days and his nights would be given to the study of law, and the school work would be probably neglected. I had an application only last month from a passed First Arts candidate for employment in a Talook school. He plainly told me that he would not have asked for such an inferior post had it not been for his extreme poverty, and that he only wanted it for a year, to enable him to study law and so pass the pleaders' test. As education advances and the supply of under-graduates becomes too great for the demand in other Departments of the Administration, we shall find men to whom 25 or 30 rupees a month with the prospect of promotion to a Sub-Deputy Inspectorship or a District mastership, and the certainty of a pension, will be inducements strong enough to ensure their permanent stay. I may here state that the two best talook schools in the Circle are under men who, though not undergraduates, have a fair knowledge of English. They were educated, one in the Bangalore High-school, and the other in the Toomkoor District English School.

But further, it will, I think, be always well to keep a certain proportion of talook masterships open for the best of our hóbli masters. An easy and popular method of promotion will thus be readily provided. An able teacher, on passing the test for a talook mastership, will thus be able to rise from Rs. 7 to 10, and hence to 15, 20 and 25 Rs. The happiest results may be anticipated from a graduated scale of promotion such as this. The experiment has already been tried to a limited extent. We have three talook schools, those at Pávagada, (II grade) Harihara (III grade) and Soraba (III grade) in charge of men formerly hóbli masters. They were appointed to these schools merely with their old training school certificates, but it would be well in future to require hóbli masters to pass a further examination before giving them a talook school.

9. *Standard of a District School.*—The question whether it is advisable for a District school to attempt a higher standard than the Matriculation examination of the Madras University, has never, to my knowledge, been definitely settled. The question, so far as this Circle is concerned, has this year arisen in connection with the Shimoga District School. Four students passed the Matriculation in 1871 and seven in 1872. A class of four was formed in 1871; two of these have left, the remaining two are working on, and will appear at the ensuing examination in December. The seven who passed last year were very anxious to read for the F. A. and they were joined by the solitary successful candidate from Chituldroog. These would have made a class of eight. But the previous year's experiment had shewn Mr. Taylor that the teaching of two University classes in addition to the general supervision of the school was too much for him, single handed, to accomplish successfully and that a third University class was simply out of the question. The present will therefore be the last F. A. class at this school, for some time to come. By devoting the whole day and a good part of the night to work success might possibly be achieved, but in no long time the health of the master would assuredly break down. I find that in the Wesleyan and London Mission schools at Bangalore, (presided over by gentlemen than whom it would be difficult to find harder or more self-denying workers) it has been decided to give up the F. A. classes, the strain upon the teachers being too great.

But further, so far at least as this circle is concerned I do not see any present necessity for University classes other than the Matriculation. If the preparation for this examination has been thorough and all the pupils have been well grounded in the junior classes of a school, it ensures a knowledge of English quite sufficient to qualify a lad for any position he is likely to obtain here. Those in good circumstances, who desire and can afford to pay for higher education, may proceed to the High School at Bangalore where provision is made for taking them on to the B. A. degree.

Unless some rule is laid down for all the District schools, the spirit of rivalry will not permit one good master to rest contented with a Matriculation class, while another is endeavouring to gain credit for himself by teaching pupils for the F. A. Of course, it would be hard to debar a man

from taking private pupils, but they should be entered in the Pass List as such, and not set down to the credit of the Government school.

10. *Female Education.*—I regret to say that there are no Government girls' schools in this Circle at present. The Wesleyan Mission is doing a good work at Toomkoor, Gubbi and Shimoga. They have 252 pupils, and their schools are popular. All three have been recommended for grants which they certainly deserve. The Hindu Girls' School at Chituldroog has suffered to some extent by the transfer of the Deputy Commissioner Mr. Krishna Rao, to whose fostering care it was greatly indebted after the departure of its founder Shámaiengar, but I trust the Hindu gentlemen now at that station will not allow it to collapse. A grant has been recommended. A detailed report on these schools will be found further on.

11. *Inspection Work of the year.*—All the talook schools and about two-thirds of the hóbli schools were visited by the Inspector during the year. The three Sub-Deputy Inspectors lately transferred have worked well. The two appointed at the close of the year have visited their schools once. I have transmitted to them the Chief Commissioner's directions contained in paras 32 and 33 of the Educational Report for 1870—71 and repeated in the report for 1871—72, and will endeavour to see that they are acted up to.

12. *Building Operations.*—There were no original works executed. A sum of Rs. 1,851—13—7 was spent in sundry repairs to the schools at Shimoga, Chituldroog, Shikáripura, Sirá, Pávagada, Dávanagere, Chikkanáyakanahalli, Harihara, Nyámti, Turivékere, Nagar, Taríkere, Bánávára, and Maddagiri.

GOVERNMENT SCHOOLS.

District Anglo-Vernacular Schools.

13. *The Shimoga District School.*—Has signally distinguished itself during the year under report. The attendance has risen from 193 to 207. The number on the roll in January last was 250. but considering the limited space at his disposal, and wishing to make his school as efficient as possible, Mr. Taylor struck off his list the name of every boy

Number of Pupils...	...*	207
„ * Classes...	...	9
„ Teachers...	...	6

* Exclusive of the Kanarese and Hindustáni branches.

who was in the slightest degree irregular. This severe measure has already borne good fruit in the very good attendance of the rest. An influx of 60 or 70 boys is expected after the holidays are over, but it will be difficult to accommodate more than the present number if the classes are to be taught thoroughly, and consequently many of these applicants for admission must be rejected, a necessary step but one to be deprecated. The success of the Matriculation class has been surprising. Seven passed out of ten sent up, two in the first class. As regards the number of students passed, Shimoga stands second of the Mysore Government schools, being beaten by the High School alone. As regards the positions taken, Shimoga stands first, taking the highest place on the list (High School second) and having two first classes. This result is highly creditable to masters and scholars, specially to Mr. Taylor, to whose strenuous efforts this success must be mainly attributed.

There is an F. A. class consisting of two students working for the examination at the end of the year. The late Inspector thinks they will pass. They certainly took good places in the Matriculation examination of 1871 and this augurs well for their future success. But the present will be the last F. A. class taught in this school for some time to come. I have already stated the reasons for its discontinuance. The present Matriculation class numbers 22 students. It is too early in the year to form a correct judgment upon them. The highest class was last year examined by the following gentlemen, whose reports are without exception favorable.

W. A. Porter, Esq. M. A.	..	Principal, Presidency College, Madras.
T. Bradshaw, Esq. M. A.	..	Inspector of Schools, Madras.
Dr. Pope.	..	Bishop Cotton's School, Bangalore.
T. Gópál Rao, B. A.	..	Principal, Cumbaconam College.
Rev. J. Hudson, B. A.	..	Wesleyan Mission School, Bangalore.
Lieut. Brookes, R. E.	..	Executive Engineer, Nagar.
C. W. Burroughs, Esq.	..	Normal School, Madras.
Revd. J. Gostick	..	Mysore Wesleyan Mission.

The lower school was examined by the Inspector in August. He writes :—"Class 1 had, in English, been taken with the Matriculation class, an arrangement disadvantageous to the former, but rendered unavoidable by the paucity of teachers. In the other subjects the class

did well. Class II impressed me favorably, and in some respects seemed quite equal to the one above it.

In classes III and IV, more attention might be given to orthography and a neat style of writing. Classes V, VI A, VI B, and VI C, aggregating above 100 boys, have only two teachers, a number wholly insufficient.

In addition to a munshi, two more assistant masters are urgently needed. Mr. Taylor is fully entitled to the higher salary of Rs. 200. I am not aware that any reason exists for his being denied this recognition of his success, and trust that the claims he undoubtedly has may receive your support."

Finally, I beg to recommend most urgently the enlargement of the Shimoga School-house. Being at the head quarters of a Division, it corresponds in this respect with the Bangalore High School and the Mysore Rájá's School. It is the largest, best, and decidedly the most popular school in Nagar. Many of the pupils come from the most distant talooks of the Division, for the benefit of the English education afforded. The present accommodation was originally intended for 150 boys. It barely suffices for 200 and is utterly insufficient for 250. The numbers would rise to 300 in a month's time if two additional teachers and a munshi (much needed) were sanctioned. It is only by taking two classes in the open verandah that room is made at present. This arrangement is inconvenient at all times and will be impossible in the monsoon.

It is advisable that the Kanarese branch should be held in the same premises with the English school, so as to be under the immediate supervision of Mr. Taylor. At present it is held in a hired house, the rent being paid out of Mr. Taylor's pocket. The removal would presently raise the number of students to 400. The Hindustáni branch had better, I think, be left where it is. The English school is too far away from the Musalmán quarter to render its removal prudent.

14. *The Chituldroog District School.*—Has continued to advance in numbers and efficiency during the year. The increase in the number of students has been forty, an advance of nearly 36 per cent on last year's roll. One student passed the Matriculation, his place

Number of Pupils	* 145
Classes	8
,, Teachers	5

* Exclusive of the Kanarese and Hindustáni branches.

being 14th among 28 who passed from the Mysore Government schools.* I hope to see a better result under this head next year. More attention is being paid to mathematics, the subject in which the candidates from this school were unfortunate. As at Shimoga there is here a most pressing necessity for the enlargement of the school-house. The Inspector reports as follows :—

"With class II was a little disappointed as to their English, but in other respects they did well.

Class III examined in language, algebra, arithmetic and geography. Only the last named subject seemed to me to call for more attention.

Class III and IV did fairly well in all the subjects taken up. The lower classes from the fifth to the eighth were, on the whole, well conducted.

Last year, when the number of pupils was much smaller, the overcrowded state of all the rooms was felt to be a great hindrance. The evil has been on the increase ever since. When I saw the school last month, the impossibility of attempting to go on with such a state of affairs was so apparent that with the assistance of the Deputy Commissioner I obtained the loan of a portion of the Huchangammana dévasthána and removed thither the Kanarese branch which has between 60 and 70 boys. The position is open to objection, and it is not desirable that the Department should be reduced to begging for premises. The total number now accommodated in the school-house is 223. Room for at least 100 more boys is needed. An extension of the present building as at Hassan and Kolár, would meet all requirements. I have requested Mr. Bayly, the Assistant Engineer in charge of the Chituldroog Range, to furnish an estimate of the probable cost, and I hope that provision may be made for the expense in the next budget. It may be worth noting that no money has ever been spent on extension of school buildings in the Nagar Division, whilst the number of pupils in the two principal schools has increased three-fold within the last two years."

15. *Chikkamagalúru Anglo-vernacular School.*—To judge from the late Inspector's report, most decidedly needs a change of masters. It appears to be in about the same low state in which Chituldroog and

Number of Pupils	56
,, Classes	6
,, Teachers	2

Shimoga were before the present Head Masters took charge. In both these cases, a change of masters led to the happiest results; Shimoga particularly has advanced to the very foremost place in the Province among schools of its class, and I see no reason whatever, why a similar course should not lead to similar results at Chikkamagalúru. The Inspector writes:—"The junior classes did fairly well, but with the highest class I was disappointed. Both the quantity and quality of the work brought up was below what it should have been. From the first 24 pages of the text-book in use, I selected some of the simplest passages for explanation, translation and analysis, but found the whole class ignorant alike of the meaning and construction of many of the commonest phrases and of all but the easiest sentences. For instance, such a phrase as 'To bring up a family' was perfectly unintelligible to the whole class. Only one boy could work the following sum in arithmetic. 'If a man spends Rs. 3,427-12-0 in one year, what is his proportional expenditure for seven months.' A few lines, which all had previously read, were written to dictation very inaccurately.

No further representations are needed to shew that the standard of the school is very much below that of any other Anglo vernacular school in the Circle and altogether inadequate to meet the requirements of so important a place as Chikkamagalúru. I beg to solicit your particular attention to the claims of Chikkamagalúru. The greatest dissatisfaction is expressed by the District Officers and by native parents, who are obliged to send their sons to a distance for that education which the local school ought to supply. During my tours in that neighbourhood the necessity for such a step has frequently been made the subject of complaint."

16. *The Toomkoor District School.*—The increased attendance reported last year has not diminished, and a fair amount of progress has been effected.

Number of Pupils	94
„ Classes	8
„ Teachers	5

Class I fell a little below my expectations in English. This failure is probably the result of Mr. Birch's having been obliged from paucity of assistants to take together in this subject the Matriculation and the first class. With the progress shewn by classes II, III and IV, I was on the whole much pleased, and the boys of class V acquitted themselves particularly well. Successful attention has been paid in the lower classes to

spelling and writing, subjects which there is a tendency to neglect, particularly the latter.

The want of qualified subordinates for the Department Public Works suggested an opening in life to several of the senior pupils who expressed a wish to prepare themselves for that branch of the Government service. The inclination was strengthened by the expressed approval of the Chief Commissioner when he visited the school towards the end of 1870 and by the subsequent provision of scholarships specially intended for the encouragement of pupils belonging to the Méstri class. Mr. Birch, having had the advantage of a training in the Madras Engineering College, was able to impart the special instruction for which a demand had arisen. Certain apparatus was kindly furnished by Mr. McKennie, Executive Engineer. This supply was not only imperfect but temporary, yet notwithstanding numerous interruptions and various difficulties, the spare time devoted by Mr. Birch to this special class was so well employed, that at the end of the year, the pupils, when examined by Captain Pole, R. E., acquitted themselves very creditably in surveying, plotting, and plan-drawing. Shortly afterwards the apparatus belonging to the Engineer's office being no longer available, all out-of-door work came to a stand still, and has not been since resumed. A partial supply of apparatus, received four months ago, has enabled the class to practise plan-drawing. But had the necessary instruments been furnished, when the Bangalore Engineering School was broken up, much more satisfactory results might have been reported. A chain and measuring tape are still required by Mr. Birch.

TALOOK KANARESE SCHOOLS.

17. There are 37 talook schools in the Circle, with an attendance of 1831 boys. 1515 were admitted during the year and 1389 left. The highest number on the roll of any school is 99, the lowest 18. Taking all the schools together, we get an average number of about fifty at each.

18. *The Grading of the Schools*—Is shewn in the following statement, from which it will be seen that Shimoga stands first, with two first grade schools, and Kadoor, second with one first grade, three second and four third grade schools. These results in the two Malnád Districts are encouraging.

Table VI.

District.	Schools of the 1st Grade.	2nd.	3rd.	4th.	Total Schools.
Shimoga	2	3	4	1	10
Chituldroog	0	3	7	0	10
Kadoor	1	3	4	0	8
Toomkoor	0	3	5	1	9
Total.....	3	12	20	2	37

19. There are 36 talooks in the circle, 34 of these have each a school at the kasabá town; 2, Wastára and Kadaba, have no talook schools, and 3 have two schools each.

Kadaba Talook—Has a good endowed school of twenty years' standing, and this takes the place and does the work of a Government School.

Wastára Talook—Is notoriously unhealthy, and does not appear to need a school of the standard of a talook school. A school was opened and tried here for some time, but was very ill attended, and invariably badly reported on. It was accordingly transferred elsewhere.

The three talooks with two schools each are those of Shimoga, Kadoor and Chikkamagalúru where, in addition to the schools at the kasabá towns, others have been opened at *Holé Honnúru*, *Bírúru* and *Sakrépatna*. These schools were established (the two former in 1866—67) on the special recommendation of the Deputy Commissioners of Districts.

Bírúru is a place of considerable commercial importance, a large trade in supári being here carried on. *Holé Honnúru* is an old and populous town about nine miles from Shimoga. The school has justified its establishment. It is the first in the Circle in point of numbers, having on its roll 99 pupils and is of the first grade.

Sakrépatna—Is also a large town and has an extensive Brahman population. The school here is also of the first grade.

20. *The Teaching Agency*—Of the thirty-seven talook schools, one has three masters, twenty-five have two masters each, and eleven have one.

These men are of various degrees of efficiency; some are very good, most do fairly well, and there are a few I should be glad to get rid of. As time advances and better masters from the Anglo-vernacular schools are available, the worst teachers will gradually be weeded out. There is much need of an additional master in some of the best schools with seventy or eighty pupils each.

21. *Committees for Talook Schools and their relations to the Amildars.*—A point frequently brought to notice in the reports of the Inspectors is the value of co-operation between the Amildars and the Educational Officers. A few Amildars take very great interest in the schools of their talooks, visit them frequently, examine the boys and give all needful information to the Inspector when he comes round. Others and by far the greater number, I fear, know little and care less for 'any of these things.' They regard the school as an institution quite outside their direction and supervision, and seem to think they have nothing whatever to do with it. On the other hand, I have found, in numerous instances, that the school master has come to take a false view of his own position. He looks upon himself as an official responsible solely to the Inspector and would resent any interference or even suggestion from anybody else. He certainly does not consider himself as in any sense *under* the Amildar. Here, I think, lies a great mistake. The Amildar is the local representative of the Government. All his influence, and it is great, should be exerted for the benefit of the school. I may here quote the Chief Commissioner's remarks on the subject.—Administration Report for 1870—71, page 158.—"It is hoped that all Amildars will be urged to regard it as part of their duty to visit the Government schools occasionally." I would respectfully observe that while even *occasional* visitation does much good *periodical official* visitation would do still more. At present a talook master is visited, say, twice a year by the Inspector, and is necessarily left for at least six months, oftener much longer, to himself. He is naturally prone to grow lazy, neglect his work, come late to school, perhaps absent himself for days together, and nobody is any the wiser. A reference to the detailed report on the Shikáripura School will shew that this is no fancy picture. It is clear that such a state of things would be *perfectly impossible*, if the Amildar, who is on the spot and acquainted with most, if not all, that goes on in the town, were given officially to understand that he is responsible forhe school and that a well con-

ducted and prosperous school will reflect as much credit upon him as it would upon the Educational Department.

I am making but a hackneyed remark when I observe further that it is of the utmost consequence to take the people along with the Government in all extensive educational measures; to make them, if possible, regard the schools as their own schools established solely for their benefit, in the welfare of which they are directly and personally interested. This principle lies at the base of the hóbli school system, and according as it operates or not may the success and value of any hóbli school be guaged. But as regards the talook schools there is no means, so far as I know, of directly interesting the kasabá towns-folk in their welfare beyond the payment of fees and the speech of the Inspector after his annual examination when he expatiates on the advantages of education to the ryots and gaudas then and there assembled. I am confident that if the hearty co-operation of the Amildars were secured, education would receive a great impetus. If the Amildars were simply to visit the schools and sign their names below a remark or two in the books, the mere fact of their doing so would make an impression upon the people that could not fail to have a good effect.

In my remarks on this subject I have held the talook schools chiefly in view, partly because they are located at the head quarters of the Amildar, where he can exert much more influence than elsewhere, and is in a better position to judge of the state of a school; and partly because the hóbli schools are visited by the Sub-Deputy Inspectors thrice a year and have already secured the interest of the people.

22. *The Shimoga Kanarese School*—Lost ground rapidly under its late master, now dismissed. He had previously spoilt several schools, and was sent to Shimoga with the impression that he would do better under supervision. Under the new master I have no doubt that the numbers will soon be doubled. School premises are most urgently needed. For a period of two years the old talook cutcherry was placed at the disposal of this Department, and the school did very well there; but the building was eight months ago resumed, and the school removed to a chatram. The constant interruptions caused

Number of Pupils	...	50
,, Classes	...	3
,, Teachers	...	2

by travellers made it impossible to carry on work, and the school was again removed, this time into premises occupied and paid for by the Hindustáni School. But it was soon found that the latter needed to be shifted into the quarter of the town occupied by Musalmáni, and the Kanarese School was once more houseless and homeless. It was found impossible to put the school into the building occupied by the District School, for the latter was crowded to excess, as will be seen from the report upon it. No funds were available for hiring a house, and in these circumstances, Mr. Taylor, the Head Master of the District School, secured a convenient building and has ever since paid the rent (Rs. 4) out of his own pocket. A new talook cutcherry is in course of erection, and, I trust, when finished, the old cutcherry will be made over to the Department for good. If this cannot be done I trust that rent will be sanctioned. The school is a large and flourishing one, and is important, because it acts as a feeder to the District School. This circumstance will prevent its ever reaching a high standard, as the best boys annually leave to enter the English school.

23. *The Soraba Kanarese School.*—"Has not attained a high standard, but is a useful institution, and the people appear to be very well satisfied with it and with the masters who have no doubt taken great pains to impart a good practical training."

Number of Pupils	...	63
„ Classes	...	3
„ Teachers	...	2

24. *The Ságara Kanarese School.*—" Has for the last two or three years held the first place amongst Kanarese schools in the Nagar Division, but three vigorous rivals in Holé Honnúru, Nyámati and Tírthahalli have lately pressed to the front and disputed that position. It is no discredit to Ságara School to say that instead of being the first, it is now only one amongst several excellent schools, whose number may be expected to increase. As usual, the language lessons had received careful attention; the whole of the *Padya Sára* had been gone through by the first class. Extracts from the *Rámáyana* and *Jayamini* selected for examination presented difficulties that were understood and explained very creditably. In grammatical knowledge, I consider that this school still stands first." The arithmetic is equally well reported on. An estimate for repairing and white washing the

Number of Pupils	...	60
„ Classes	...	4
„ Teachers	...	2

school premises which have had nothing done to them since their erection more than five years ago, was, I regret to say, not sanctioned. I trust that funds will this year be available for these necessary repairs.

25. *The Nagar Kanarese School.*—"Since its establishment in 1870 has been under three different masters. These changes rendered unavoidable by serious illness attributed to the climate, have been very disastrous to the school." Under the present master Shéshaiengar a fair amount of progress has been made. Instead of the exposed verandah where the school was formerly held, a portion of the cutcherry, formerly used as a sandalwood kóti has been transferred to the Department, and having been put into repair, now makes a tolerably good school room. The appointment of a monitor has been of great benefit to the school.

Number of Pupils	...	40
,, Classes	...	2
,, Teachers	...	2

26. *The Shikáripura Kanarese School.*—The Inspector's report brings to light a sad state of things with regard to this school. "The school was at one time in a flourishing condition, but its present state is simply disgraceful. The Head Master had systematically sent false returns of monthly attendance and fees. The boys had been utterly neglected, deception was attempted by bringing forward as regular pupils boys who had evidently been collected merely in expectation of the Inspector's visit. The school repairs had not been commenced though money for the same had been drawn in advance. The boys had been defrauded of a small sum of money entrusted by the Chief Commissioner to the Head Master for distribution amongst them; the school apparatus was dirty and neglected, and there was no list of it to be found; accounts with the Curator were in arrears; complaints poured in from parents of overcharges in the matter of fees, and of the Head Master's neglect of his duty, and finally the master would not present himself when called for."

Number of Pupils	...	34
,, Classes	...	2
,, Teachers	...	2

This master has since been dismissed, and another whose reputation in the Department stands high, has been sent in his place. Under him I have no doubt the school will rapidly advance.

It is difficult to believe that the talook Amildar was ignorant of the state the school was in, and it seems to me clear that he neglected his

duty in failing to communicate with the Inspector on the subject. The system of Local Committees would I think, make a recurrence of such a state of affairs impossible.

27. *The Nyámati Kanarese School*—Is considered by the Inspector to be one of the three best schools in the District. "During the examination, a closely packed crowd of about 100 attentive visitors filled all the available space in the school house. The population of Nyámati, as at Dávanagere, is almost entirely Lingáyat. I am assured that the Brahman element is confined to two individuals, of whom the school master is one. In both towns the appointment of a Lingáyat indigenous master as an assistant has had the happiest effect in securing the confidence of the inhabitants. At the close of the examination, a merchant evidently deputed by the others present, arose and expressed the satisfaction felt by all who were interested in the school. He admitted that the character of the tuition was superior to any which they had hitherto been able to obtain. He spoke very highly of the masters whom all knew and respected. The Head Master of this school, Siva Rámaiya, is recommended by the Inspector for promotion.

Number of Pupils	... ...	87
„ Classes	... ...	3
„ Teachers	... ...	2

28. *The Chennagiri Kanarese School*—Appears from the Inspector's report to be flourishing. The school is held in very confined premises in the centre of the town. I lately visited the place for the purpose of reporting on the fitness of the Overseer's lodge, which has been offered to the Department for a school house. Its only drawback, but it is a fatal one, is its situation. I have addressed you on the subject in a separate communication.

Number of Pupils		60
„ Classes	...	3
„ Teachers	...	2

29. *The Hole Honnúru Kanarese School*—Is in point of numbers the first in the District and the first in the Circle. It was twice inspected, first by Mr. Hodson and again by myself. The Inspector writes "Venkata Rao, the Head Master, has shewn himself to be one of the most capable vernacular teachers in the Department. Since he took charge the school has trebled its numbers and risen to a position equal to the best talook schools of the Province. The highest class, a second,

Number of Pupils	...	99
„ Classs	...	4
„ Teacherses	...	2

comprised fourteen boys' all of whom acquitted themselves well, some very well, in every subject taken up for examination. The language lessons had all been very carefully studied." The arithmetic is equally well spoken of. "I have rarely met with classes of the same standard, and equally large in which the answering has been so uniformly good."

I fully endorse all that Mr. Hodson says of the school. After inspection I raised its standard to that of a first class. An assistant master is most urgently required. At present Venkata Rao has only a monitor to assist him in the tuition and management of 100 boys. It is clear that the school cannot, with its present staff, be kept up to the standard it has reached. A new school house, also much needed, has been sanctioned, and will probably be ready before the close of the year.

30. *The Tirthahalli Kanarese School*—Is an excellent one. Its numbers reached ninety during the year, but fell to the number noted in the margin during the absence on leave for two months of the Head Master. The Inspector reports "The Head Master, previous to entering the Bangalore Normal School, was three years studying English in the Bangalore High School and thus obtained a training that has proved of considerable value. He is an intelligent, hard-working school master, and I placed his name upon the list of those recommended last August for an increase of salary. I had every reason to be satisfied with the work performed throughout the school. The school-room, a long and narrow building, is badly lighted and inconvenient, but it is the best place available for rent."

Number of Pupils	...	66
„ Classes	...	3
„ Teachers	...	2

31. *The Anantapura Kanarese School* :—"The year's work has been retarded by two unfavorable circumstances, *viz.*, the extremely confined character of the school-room and the ill-health of the master, who has suffered from frequent attacks of fever. Making due allowance for these drawbacks, I consider the results shewn by the examination to be as good as can be expected. The pupils comprise almost every Kanarese boy in the town of an age to attend school."

Number of Pupils	...	40
„ Classes	...	2
„ Teacher	...	1

"I may mention that the Musalmáni have secured the services of a master and opened a Hindustáni School which I should be glad to see receiving a small grant.

32. *The Chituldroog Kanarese School*:—The highest class is a third. The Inspector reports "although not altogether satisfied with the efficiency of this school, a slight improvement is perceptible and considerable allowance must be made for the want of proper room and apparatus."

Number of pupils	...	69
" Classes	...	3
" Teachers	...	2

33. *The Dávanagere Kanarese School*:—"The town is extensive and wealthy, with a population chiefly Lingáyat. The attendance is much lower than might be expected, as it is estimated that there are more than 200 boys actually under tuition in the local private schools. The proportion of Lingáyat boys in the school is very low. This indifference on the part of the principal inhabitants may be attributed partly to the well-known exclusiveness of the Lingáyats and partly to the locality of the school-house. The position of the school might be greatly improved by the employment of Lingáyat local teachers as assistants and monitors." I am glad to say that a Lingáyat assistant has lately been sent to this school, so that if Mr. Hodson's view of the case is correct the numbers will rapidly rise.

Number of Pupils	...	62
" Classes	...	3
" Teachers	...	2

34. *The Chellakere Kanarese School*:—"The attendance at one time exceeded 50 but fell off in consequence of the inability of the master to teach successfully such a large number of boys, forming, as they did, four distinct classes. The appointment of a monitor would enable the school to provide instruction for nearly twice as many boys as are now being taught. The thanks of the Department are due to the Amildar Manjappa, to whose active supervision is due much of the success not only of this but of all the vernacular schools in this talook. He found funds for making sundry improvements in the school-house."

Number of Pupils	...	28
" Classes	...	2
" Teachers	...	1

35. *The Harihara Kanarese School*:—"When last reported on had been reduced to a very low state by the culpable neglect of the master who has since been removed to another school where he has not independent charge. Eight months have elapsed since the change of masters. The numbers have risen and there is reason to expect fresh admissions. Two months ago, on the receipt of sanction, a moni-

Number of Pupils	...	52
" Classes	...	3
" Teachers	...	2

tor was appointed who is capable of giving instruction in Mahrátti, to such boys as may require it. I have confidence in the master, and consider that the school is now in a fair way to recovery."

36. *The Hiriyúru Kanarese School.*—"On account of the confined character of the school-room, the examination was conducted in a chatram. There were about 40 visitors comprising the talook officials and townspeople. The general condition of the school is fair. The removal from the old to the new town progresses slowly, and it is doubtful whether the old residents belonging to the trading and artizan class will after all desert their old quarters." The Inspector further condemns the present school premises, and recommends a favorable site, midway between the old and new towns, for the erection of a new house when funds are available.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers	...	1

37. *The Huliyára Kanarese School.*—"Was during the earlier part of the year under the charge of Krishnaiengar, the master who, it may be remembered, was transferred to that place from Hosadurga on reduced pay, and who appears to have succeeded no better at Huliyára than he did at his former appointment. Many boys during his time were withdrawn by their parents and complaints were preferred against him of exactly the same character as were made at Hosadurga. He applied for and obtained six months' leave on half pay, and got it further extended for three months without pay. The school has since been in the hands of Gópálaiya, a young man who passed out of the Bangalore Normal School last year. The boys brought up by him for examination presented a schedule of work that would be rather meagre if regarded as the result of 12 months' study; but being little more than six months' work, it is evident that there has been steady application. I was not able to mark every subject 'good' but was on the whole satisfied with the general management of the school." The master above censured has since been removed, and Gópálaiya appointed in his place.

Number of Pupils	...	24
„ Classes	...	2
„ Teachers	...	1

38. *The Hosadurga Kanarese School.*—"A very decided improvement is apparent throughout every class and is mainly due to the Head Master Venkatarámaiya who took charge towards the end

Number of Pupils	...	91
„ Classes	...	3
„ Teachers	...	2

of 1871. Under his predecessor the boys were scarcely on a par with the neighbouring hóbli schools. The school-house is now found to be too small. Its construction and position admit of its being enlarged at a cost of about 400 rupees."

"The Inspector strongly recommends a small Government grant to be given in aid of a Sanskrit Vidyá Shála. No grant has, as yet, been given to a school of this description in Chituldroog.

The Pávagada Kanarese School—"Has improved considerably under Krishnappa who was once a hóbli school-master; but it is not yet quite up to the standard expected of it. Seven boys forming class III had read some difficult portions of the Padya Sára, but only three succeeded in construing correctly. The same three boys shewed an acquaintance with the operations of multiplication and division of money; the others could only add and subtract. The master is a pains-taking man and appears to be well liked by the people." The school-room has since been repaired and enlarged.

Number of	Pupils ...	40
„	Classes ...	2
„	Teachers ...	2

40. *The Jagalúru Kanarese School*—Was reduced to a very low state in consequence of the culpable behaviour of the late master whose mismanagement eventuated in all but three or four boys leaving the school. He has been succeeded by a better man, under whom the school is gradually regaining its lost ground.

Number of	Pupils	24
„	Classes	2
„	Teachers... ...	1

41. *The Molakálumúru Kanarese School*—"Disappointed me. Out of fifty boys, forty were present, but the proficiency of each class was lower than it ought to have been. The Head Master appeared to have devoted his whole attention to poetry, and sacrificed every thing to lessons from the Padya Sára. The most advanced pupils, boys of the third class, wrote badly, spelled incorrectly, knew nothing of grammar or geography, and failed in the simplest operations of arithmetic. The fourth class boys could read from the Kanarese First Book with difficulty. The failure may be attributed more to an absence of system than to actual neglect. The school-house is so extremely close and dark as to be positively injurious to the eyes."

Number of	Pupils	50
„	Classes	3
„	Teachers	2

42. *The Chikkamagalúru Kanarese School.*—The attendance has slightly improved since the inspection, but this branch shares in the inefficiency of the whole school, and until the latter is placed under different management, I do not anticipate any material improvement. Another master has taken the place of the one censured by the Inspector, and this will probably tend to raise the school. The Inspector writes. "The Kanarese School is still feeble and inefficient. No attendance register was forthcoming; the master alleged that it had been lost. I consider the school decidedly inferior to some of the neighbouring hóbli schools."

Number of Pupils	...	32
„ Classes	...	2
„ Teachers	...	1

43. *The Sringéri Kanarese School*—Was inspected by me last month. It is in a very flourishing condition. Both in numbers and general efficiency, it has made a wonderful advance under its present master who appears to be the right man for the place. Being the head quarters of the Jagat Guru, Sringéri abounds in good scholars, and the school master stationed here ought to be a master of Kanarese, and, if possible, to have a creditable knowledge of Sanskrit. During examination the Matha officials and principal people of the town were present, and manifested a lively interest in all the proceedings. One or two difficult points in derivation were cleared up by the Head Párpattégar, a good scholar, very learnedly. All the classes did well, the highest class *very* well, in language especially. The present school-house being rather inconveniently situated, the manager of the Matha has fixed on another site and will shortly build better premises. The prizes distributed here were supplemented by the master, Múrti Rao, at his own expense to prevent, as he said, the little boys from being disappointed. The number of students is too large for one master to manage, and I trust a monitor will be sanctioned for it.

Number of Pupils	...	54
„ Classes	...	3
„ Teachers	...	1

44. *The Yedéhalli Kanarese School*—Was visited by me on the way to Sringéri. The highest class certainly did well in most subjects, but the attendance is poor. The town is large, and the attendance at this place ought not to be at a lower figure than 50. The Amildar and townspeople were present at examination and professed to be quite

Number of Pupils	...	33
„ Classes	...	2
„ Teachers	...	2

satisfied with the school, its masters, and progress. The assistant master is very anxious to leave the school for another in the Maidán, and has, I think, neglected his work. He has been warned and seems now to be doing better.

45. *The Tarikere Kanarese School*—Was inspected twice. The first report is unfavorable, but after his second visit the Inspector considered that there had been decided improvement. An assistant master, who hindered all progress by his gross insubordination and misconduct, has been dismissed and the school has since done very well.

Number of Pupils	...	57
„ Classes	...	3
„ Teachers	...	2

46. *The Sakrépatna Kanarese School*—"Is of a standard equal to that of the best Kanarese schools in the Circle. It now ranks in the first class. For the examination of class II some of the most difficult portions of the Padya Sára were selected. These were construed, the involved sentences analysed, allusions explained, and the grammatical questions answered in a manner that indicated the employment of great pains and teaching skill. The definitions and four propositions of the first book of Euclid were thoroughly understood, vulgar fractions, simple and double proportion were quite familiar to two boys, and in a less degree to the other five comprising the class. I consider the condition of this school to be highly commendable, and have much pleasure in mentioning the name of the master Venkatanáranaiya as one of the best vernacular teachers in the Department."

Number of Pupils	...	43
„ Classes	...	3
„ Teachers	...	2

47. *The Kadoor Kanarese School*—Is unfavorably reported on. "The school I regard as unsatisfactory, especially as its circumstances are comparatively favorable. The school-house is large and conveniently situated; the people appreciate education, and two masters are provided. The Head Master's duty was limited to teaching eleven boys, whom he had formed into classes III and IV, all others being placed under the second master's care. Numerous private schools were flourishing in the town. Sad complaints are made of the school-house which, though built only four years ago by the Public Works Department, is constantly needing repairs. The workmanship is bad, the materials worse, the roof leaks freely and the floor is broken up." An estimate sent

Number of Pupils	...	44
„ Classes	...	2
„ Teachers	...	2

in for repairs was not sanctioned. I trust that funds will this year be available. The Head Master has been removed, and his place is now filled by a better man.

48. *The Bánávára Kanarese School*—"Fell very low indeed under the former master Shéshaiengar who was succeeded about six months previous to the examination by the present master. The school is recovering, but it is always slow work regaining lost prestige. I was satisfied with the six months' work on the whole, although I was not able to mark every subject in the tabular report 'good.'"

Number of	Pupils	... 32
„	Classes	... 3
„	Teachers	... 2

49. *The Bíráru Kanarese School*—"About four miles from Kadoor, continues to get on fairly well. Both masters apply themselves to their work and endeavour to give satisfaction. The want of accommodation is rather a draw-back. The majority of the pupils belong to the trading classes, and the character of the tuition imparted is adapted to the requirements of the boys; the education may be said to be commercial."

Number of	Pupils	... 46
„	Classes	... 3
„	Teachers	... 2

50. *The Toomkoor Kanarese School*—"Conducted in a wing of the building occupied by the English School, has always been well attended. In point of attainments, this school does not rank with the best, but it provides good practical instruction, and gives an elementary training to several boys who ultimately enter the English School." All classes are well reported on by the Inspector who also says—"Two Kanarese monitors are needed for this branch of the school."

Number of	Pupils	... 72
„	Classes	... 3
„	Teachers	... 3

51. *The Koratagere Kanarese School*—"The highest class, a third, was examined very fully in poetry, grammar, writing to dictation and in arithmetical exercises, both mental and written. I was very much pleased with the result. The other classes did equally well. Both the Head Master Nanjunda Shástri and his assistant Bháskaraiya have worked hard. The success of the Koratagere school has been achieved in spite of two serious hindrances, *viz.*, a deficiency of school-books, and an extremely ill-adapted school-house. The building, a small, dark stone chatram, built up in front with sand, is barely sufficient for half the

Number of	Pupils	... 96
„	Classes	... 3
„	Teachers	... 2

number of boys that are daily crowded into it. I understand there is a prospect of certain changes that will lead to the cutcherry being vacated, in which case I would recommend that application be made for permission to occupy a part of the building, until a new school is erected. Whenever I examine the school, I am obliged to assemble the boys in one of the rooms of the Talook Cutcherry."

52. *The Maddagiri Kanarese School*—When inspected by Mr. Hodson in July last year had on its roll 58 boys and 8 girls. The girls have all left, having, it is alleged, grown too old to continue in school.

Number of Pupils	...	32
„ Classes	...	2
„ Teachers	...	2

The serious fall in the attendance of the boys I cannot account for, but have called for an explanation(not yet received). Possibly it may be due to the removal on promotion of the late assistant master Mallappa, who is a native of Maddagiri and very popular. The school has always ranked as one of the best in the Circle. The Inspector's report, on the whole, is satisfactory.

53. *The Kunigallu Kanarese School*—"Is almost the only one in the District that is not getting on well, and I regret to state that its condition is very bad. Nineteen little half-naked boys appeared at the examination, and of these only four could read. Of the four, one would be fit for a third class ; the others could read the Kathá Saptati, and possessed an indifferent acquaintance with the first four rules of arithmetic; the rest were little urchins writing on sand. Under the former master, the Kunigallu School had pupils on a par with the most advanced in the District. Its decadence dates from the time the present master took charge, about a year and a half ago. Two flourishing private schools are now in operation in successful opposition to the Government institution. The master, H. Subbaiya, is unquestionably answerable for the state of things." The master alluded to has since been degraded and sent elsewhere, and a successful teacher has taken his place.

Number of Pupils	...	29
„ Classes	...	2
„ Teachers	...	1

54. *The Sirá Kanarese School*—"May be ranked as the best Kanarese school in the District. Forty-six out of fifty boys were present at the time of examination. I was able to enter "good" in the

Number of Pupils	...	40
„ Classes	...	3
„ Teachers	...	2

tabular report against almost every subject in every class. It gives me pleasure to mention the name of B. Venkata Rao, the Head Master, as deserving of commendation."

55. *The Chikkanáyakanahalli Kanarese School*:—"The town is a large one, and supports three or four private schools, but none of them is so well attended or so advanced as the Government school. A reference to the detailed tabular report will shew that the results of examination were various, some subjects being marked very good, others good, a few only fair. This may in some measure be attributed to the number of classes to be taught by one master. It was evident that the master had taken pains, but the school is not so popular as it ought to be." An assistant master has lately been sent to Chikkanáyakanahalli.

Number of Pupils	...	36
,, Classes	...	2
,, Teachers	...	2

56. *The Turivékere Kanarese School*—"Formerly a very poor one, has improved under the present master, Srínivás Rao, and is now in a very efficient state. Out of 36 boys, 30 were present at my inspection visit. The attendance, though not large when compared with Koratagere and some other schools, is in advance of former years, and is as large as can be expected." The classes all acquitted themselves very creditably. The Amildar is said to evince much interest in the schools of his talook.

Number of Pupils	...	36
,, Classes	...	2
,, Teachers	...	1

57. *The Honnavalli Kanarese School*—"Was about five years ago removed from Honnavalli to Tipatúru, and remained there with very indifferent success under different masters till a year ago, when it was again transferred to Honnavalli. The master, Annaiya, is a man of good attainments which include some acquaintance with Sanskrit and English. I was very well satisfied with the work brought up by the boys, and regret that funds are not available for employing a pupil teacher to assist the master. The old talook cutcherry in which the school is conducted is partly in ruins. A large portion of a wall has fallen since my previous visit, and other parts of the building are unsafe. If put into repair, it would make a good school-house."

Number of Pupils	...	39
,, Classes	...	2
,, Teachers	...	1

58. *The Huliyúrdurga Kanarese School.*—"The condition of the school was an improvement on what had previously existed under the former master, and subsequent reports have been favorable. It may therefore be inferred that the school is progressing. It is however very clear that under the late master there had been gross mismanagement and neglect. The town being a small one, there is no probability of a large school; but this is no reason why the standard should not be retained that was reached two years ago by Múrti Rao.

Number of Pupils	...	18
„ Classes	...	2
„ Teachers	...	1

TALOOK HINDUSTANI SCHOOLS.

59. *The Chituldroog Hindustáni School*—Has been established about five years. The numbers are low, and the Inspector seems to regard the progress as unsatisfactory. The master is an old man who has had no training, and until a trained master is sent from the Bangalore Normal School, I am afraid that any reform will be difficult, if not impossible. The school like those at Toomkoor and Shimoga derives some measure of assistance from the supervision of the Head Master of the District Anglo-Vernacular School.

Number of Pupils	...	24
„ Classes	...	2
„ Teachers	...	1

60. *The Toomkoor Hindustáni School.*—The Inspector reports as follows. "The Hindustáni school like many others of this class has hitherto occupied a very low position. It affords me pleasure to report that a decided improvement has been effected. The third class numbers 15 boys, of whom 13 came up for examination. Portions of the Karima had been committed to memory. The declensions and conjugations in Persian, as given in the Kavayde Farsi were repeated accurately. Ordinary Hindustáni the boys read with fluency. They write neatly as well as correctly to dictation. In arithmetic a variety of examples in proportion, and the keeping of accounts were worked out very well. In geography a very good beginning has been made. During the greater part of the year the Hindustáni master Abdul Karim has been assiduous in devoting all his spare time to self-improvement, and has received much assistance from Narasinga Rao the first assistant in the English school. It has also been part of Narasinga Rao's duty to pay periodical visits to this branch of the school for the purpose of introducing

Number of Pupils	...	59
„ Classes	...	2
„ Teachers	...	2

a better method of tuition. His efforts have proved very beneficial, and the Hindustáni school under report is now the best in the circle.

61. *The Shimoga Hindustáni School*—Has been very recently opened, and consequently sufficient time has not passed to allow of an examination. The master is a trained student from the Normal School and seems intelligent and hardworking. The Musalmán population of the town is considerable. There are three private schools. Several men of the Silédar regiment stationed here go to the Government school at night, to learn to read, and a few students of the English school attend in the afternoon. I have no doubt that the school will prosper and effect much good. The Amildar, the Assistant Commissioner Mr. Binturi, and the Colonel of the Silédars, all Muhammadans, lend their influence, which is considerable, in support of the school.

Number of Pupils	...	52
„ Classes	...	2
„ Teachers	...	1

62. *The Chikkamagalúru Hindustáni School*—Was opened in November last. I have not yet seen the school, neither had the late Inspector, and I am therefore unable to say much about it. The numbers are good and the master a trained student from Bangalore. The house, I hear, is a good one, and well situated in the Musalmán quarter of the town.

Number of Pupils	...	43
„ Classes	...	2
„ Teachers	...	1

The Sírá Hindustáni School—Opened in November 1872. There has as yet been no inspection. From the Inspector's reports I find that there was a strong demand in Sírá for a school. It is therefore to be hoped that the school will get on. As at the last two schools the master is a trained man from Bangalore Normal School.

Number of Pupils	...	22
„ Classes	...	1
„ Teachers	...	1

HOBLI SCHOOLS.

63. Last year saw the completion of the hóbli school system for Mysore. The original scheme provided for 320 schools or one for each mágani. The revision of the revenue system has reduced the number of talook sub-divisions or hóblis to 183; the old máganis absorbed into these, being now called *Phut* máganis. If, then, there were one school to each hóbli, we should have 183 schools, whereas we have 209. This

number will probably go on increasing. In Toomkoor and Chituldroog the number of hóblis and schools correspond. In Shimoga, and Kadoor there are more schools than hóblis.

64. *Extension of the System.*—According to the Director's instructions, dated 8th August 1872, Mr. Hodson communicated with the Deputy Commissioners of Districts on the subject of opening schools in new villages. The correspondence will be shortly forwarded. It will be seen that the Inspector and Deputy Commissioners conjointly recommend 52 villages for the opening of new schools. But of this number six have been opened since the correspondence began. There remain therefore 46 villages recommended by this office for schools.

65. *The Attendance*—Varies in different schools from 73, the highest, on the roll of any school, to six, the lowest. When a school after a few months' trial is found with such a very small number, it is closed and the master transferred elsewhere. Taking all the schools together we get an average of 23 pupils for each.

66. *Standard of the Schools.*—This is determined by the highest class in the school. A graduated scale of lessons has been arranged for five classes. Promotions from one class to another are made by the Sub-Deputy Inspectors, after their examinations. A school is said to be of the first grade when its highest class is reading the subjects laid down for that grade, and so on for the other grades. Hence a school of the first grade has reached the highest standard, which under the present arrangement it is possible for it to reach. The following table shews at a glance the state of the schools under this head. It will be seen that Toomkoor is the most forward and Shimoga the most backward of the Districts. Of the 56 schools of the latter, it is but fair to add, 29 have only very recently been opened and have not had time to work up to a high standard, while the Toomkoor schools are the oldest in the Circle.

Table VII.

District.	Schools of the 1st Grade.	2nd	3rd.	4th.	5th.	Total No. of Schools.
Shimoga	...	11	22	10	13	56
Chituldroog	...	8	16	26	1	51
Kadoor	...	14	20	3	8	45
Toomkoor	...	18	31	8	0	57
Total.....	...	51	89	47	22	209

67. *Transfers of Schools.*—The number of schools closed during the year and re-opened at other places is marginally noted. The causes of such transfer are various. Sometimes it is found that the villagers have grown indifferent and will not fulfil the condition of providing the school premises. Sometimes, after a year or two, they discover that their boys have learnt enough to last them for the rest of their lives, and withdraw them in a body. Often the fault lies with the master, who when sent to a distant village in the Malnád, purposely neglects his work in order that the boys may keep away, the school be closed in consequence, and himself transferred to a more favorable place. According to the original plan, village masters were to be sent to the Division Normal School and after undergoing a course of training, to return as hóbli masters to their native places. In the Malnád, however, and in the Lingáyat districts, few masters would come forward; consequently Maidán men had to be sent to many of the Shimoga and Kadoor schools, often far distant from their own villages.

Shimoga	1
Chituldroog	2
Kadoor	4
Toomkoor	2

68. *Number of Pupils that passed through the Schools*:—The corresponding numbers have been given for the talook schools, but I regret to say that the returns for hóbli schools have not yet reached this office, and I am therefore unable to furnish them this year.

69. I append tabular statements at the close of this Report shewing the number of hóbli schools, the shékdar hóblis in which they are placed, the premises given by the villagers, whether houses or temples, the grade of each school, the remarks of the Sub-Deputy Inspectors and the number of pupils in each.

SHIMOGA DISTRICT HOBLI SCHOOLS. *Table VIII.*

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	REMARKS.
	SHIMOGA TALOOK.									
1	Holéhonnúru ...	Pillangeri ...	House.	...	4	5	9	5	23	Fair.
2		Kodamagi ...	Temple.	...	6	5	5	6	22	Good.
3		Satt'halli ...	Temple.	...	...	...	...	20	20	„

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Shimoga Talook.—*Continued.*									
4	Holalúru ...	Hanasavádi ...	House.	...	2	6	7	8	23	Fair.
5		Maidolalu ...	House.	...	...	13	12	18	43	Good.
6		Bannikere ...	House.	...	...	...	13	22	35	Fair.
7	Benkipura ...	Benkipura ...	House.	...	..	12	14	9	35	Fair.
8		Arikere ...	House.	...	...	4	6	12	22	Fair.
9	Bidare ...	Gajanúru ...	House.	...	...	...	6	9	15	Bad.
10	Shimoga ...	Mandli ...	House.	...	...	16	15	40	71	Good.
	Chennagiri Talook.									
11	Chennagiri ...	Mudigere ...	House.	...	...	8	10	5	25	Fair.
12		Hodigere ...	House.	...	2	4	12	10	28	Good.
13		Pándavamatti ...	Temple.	...	...	16	9	5	30	Good.
14	Santébidanúru ...	Kógalúru ...	House.	...	..	7	8	4	19	Fair.
15		Dévarahalli ...	House.	...	..	4	5	10	19	Fair.
16	Nallúru ...	Nallúru ...	House.	...	5	6	10	12	33	Very good.
17	Basavápatna ...	Basavápatna ...	House.	...	...	...	9	18	27	Good.
	Honnali Talook.									
18	Honnáli ...	Honnáli ...	House.	...	...	6	12	16	34	Fair.
19		Chélúru ...	House [ing.	...	...	7	12	9	28	Fair.
20	Kumsi ...	Kumsi ...	Govt. build-	...	5	9	11	15	40	Fair.
21		Hárnahalli ...	House.	...	...	6	7	9	22	Fair.
22	Belagatti ...	Belagatti ...	Temple.	...	...	7	4	20	31	Good.
23	Sásavéhalli ...	Sásavéhalli ...	Temple.	...	..	...	12	16	28	Fair.
	Sagara Talook.									
24	Talaguppé ...	Tadagalale ...	House.	...	..	...	3	2	5	Very bad.
25		Talaguppé ...	House.	...	...	3	6	11	20	Good.
26		Baradavahalli ...	House.	..	...	6	6	...	12	Fair.
27	Ságara ...	Keladi ...	House.	...	4	5	3	2	14	Fair.
28	Bhárangi ...	Bhárangi ...	House.	...	...	...	...	18	18	
29	Karúru ..	Karúru ...	House.	...	...	...	...	12	12	
30	Ikkéri ...	Avinahalli ...	Temple.	...	...	..	...	5	5	Very bad.

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Kavaledurga Talook.									
31	Mandagadde ...	Mandagadde ...	House.	...	...	...	...	18	18	
32		Mahishi ...	House.	...	...	9	10	5	24	Good.(opened Recently)
33	Agrahára ...	Kón andúru ...	Verandah.	...	...	...	...	19	19	
34		Bhadrarájapura ...	Verandah.	...	...	...	...	12	12	"
35	Araga ...	Araga ...	Temple.	...	...	...	...	12	12	"
36	Agumbi ...	Agumbi ...	Temple.	...	...	...	...	19	19	"
37	Muttúru ...	Shuntikatte ...		...	...	...	...	14	14	"
	Shikaripura Talook.									
38	*Shikáripura* ...	*Esúru* ...	Temple.	...	...	5	7	12	24	Fair.
39	*Mugaligere* ...	*Mugaligere* ...	Temple.	...	...	3	5	12	20	Fair.
40	*Sirálakoppa* ...	*Udagani* ...	House.	...	...	7	14	12	33	Good.
41	*Hosúru* ...	*Hosúru* ...	Temple.	...	...	...	7	8	15	Fair.
42	Talagunda ...	Molúru ...	House.	...	...	8	10	13	31	Fair.
	Soraba Talook.									
43	Soraba ...	Muttaguppe ...	Temple.	...	5	4	3	3	15	Good.
44	Kesanúru ...	Nisráni ...	Temple.	...	...	5	6	4	15	Fair.
45	Tavanandi ...	Kerehalli ...	House.	...	...	6	10	6	22	Good.
46	Anavatti ...	Anavatti ...	Temple.	...	4	6	5	12	27	Fair.
47	Salagadde ...	Talagadde ...	Temple.	...	...	...	10	3	13	Fair.
48	Chendragutti ...	Chendragutti ...	House.	...	...	6	4	5	15	Good.
	Nagar Talook.									
49	Nagar ...	Avaraji Agrahára ...	House.	...	...	...	...	14	14	opened. Recently
50	Humcha ...	Humchadakatte ...	House.	...	...	...	6	15	21	Fair.
51	Jálá ...	Jálá ...	House.	...	...	...	...	9	9	"
52	Pattaguppe ..	Kallúru Katte ...	House.	...	...	...	...	22	22	"
53	Mávinahole ...	Adaravalli ...	House.	..	...	...	...	15	15	"
	Anantapura Talook.									
54	Anantapura ...	Bennavalli ...	House.	...	...	6	9	5	20	Fair.
51	Belandúru ..	Tagarti ...	House.	...	...	7	5	4	16	Good.
56	Atavadi ...	Choradi ...	House.	...	...	8	6	8	22	Good.
	42 Hóblis ...	56 Schools ...								
		Total...							1,244	

CHITULDROOG DISTRICT HOBLI SCHOOLS. *Table IX.*

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	CHITULDROOG TALOOK.									
1	Chituldroog ...	Rangavvanahalli ...	House.	...	...	4	3	6	13	Bad.
2	Siddavvanahalli ...	Siddavvanahalli ...	House.	...	...	5	7	32	44	Good.
3	Chitrahalli ...	Gudabanahál ...	House.	...	5	6	4	10	25	Good.
4	Turavanúru ...	Turavanúru ...	Temple.	...	6	4	10	21	41	Very good.
5	Tálya ...	Tálya ...	House.	...	5	5	13	22	45	Good.
6	Bhímasamudra ...	Guntanúru ...	House.	...	...	...	11	26	37	Fair.
7	Kyásápura ...	Jánagonda ...	House.	...	...	9	6	11	26	Fair.
	HOSADURGA TALOOK.									
8	Bágúru ...	Bágúru ...	House.	...	13	20	7	33	73	Very good.
9	Hosadurga ...	Kangavalli ...	Temple.	...	...	3	8	13	24	Good.
10	Holalkere ...	Holalkere ...	Temple.	...	...	10	22	42	74	Good.
11	Rámagiri ...	Rámagiri ...	House.	...	...	...	10	16	26	Very bad.
12	Jánugallu ...	Jánugallu ...	Temple.	...	...	...	10	19	29	Fair.
13	Bharamannáyakana-durga ...	Bharamannáyakana-durga ...	Temple.	...	...	...	7	27	34	Fair.
	DAVANAGERE TALOOK.									
14	Dávanagere ...	Bétúru ...	Temple.	...	...	9	7	9	25	Fair.
15	Anaji ...	Anaji ...	House.	...	...	...	2	11	13	Fair.
16	Hadadi ...	Hadadi ...	House.	...	...	...	4	9	13	
17	Bharmaságara ...	Bharmaságara ...	Temple.	...	...	...	4	9	13	
18	Anagódu ...	Naraganahalli ...	Temple.	...	..	...	8	12	20	
19	Máyikonda ...	Kodaganúru ...	House.	...	...	...	6	12	18	
	PAVAGADA TALOOK.									
20	Pávagada ...	Kannamédi ...	Chávadi.	...	3	7	3	6	19	Very good.
21	Mugadálbetta ...	Arasíkere ...	Temple.	...	4	4	5	10	23	Very good.
22	Nidagallu ...	Nidagallu ...	Temple.	...	...	...	6	16	22	Fair.
23	Gummagatte ...	Gummagatte ...	House.	...	...	...	4	6	10	Very bad.
24	Rácherlu ...	Rácherlu ...	House.	...	...	...	10	10	20	Fair.
25	Ponnasamudra ...	Palavalli ...	Chávadi.	...	...	4	4	15	23	Good.
26	Hosakóte ..	Hosakóte ...	Temple.	...	...	...	12	17	29	
	DODDERI TALOOK.									
27	Doddéri ...	Doddéri ...	House.	...	...	...	4	19	23	Fair.
28	Náyakanahatti ...	Náyakanahatti ...	Temple.	...	7	6	2	19	34	Very good.

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Dodderi Talook.—*Continued.*									
29	Jájúru ...	Obalápura ...	Temple.	...	...	3	12	7	22	Fair.
30	Talaku ...	Talaku ...	Chávadi.	...	...	...	7	19	26	
31	Parusharámapura ...	Parusharámapura...	Chávadi	...	...	6	4	8	18	Good.
32	Gonrasamudra ...	Gonrasamudra ...	House.	...	...	...	...	7	7	
	Hiriyuru Talook,									
33	Hiriyúru ...	Tavanandi ...	Temple.	...	...	...	6	16	22	Fair.
34	Mottódu ...	Mottódu ...	House.	...	...	...	15	25	40	Fair.
35	Dharmapura ...	Hariyabbe ...	Temple.	...	...	3	6	11	20	Good.
36	Jávagondanahalli ..	Kódéhalli ...	Chávadi.	...	...	...	5	11	16	Fair.
37	Aimangala ...	Harati ...	House.	...	...	...	7	10	17	Fair.
	Budihalu Talook.									
38	Búdihálu ...	Heggere ...	House	...	...	10	8	1	19	Fair.
39	Huliyára ...	Yelanádu ...	House.	...	..	4	5	17	26	Fair.
40	Muddénahalli ...	Navile ...	Temple.	...	...	...	7	12	19	Bad.
41	Kandíkere ...	Kandíkere ...	House.	...	...	...	8	6	14	Fair.
42	Timmanahalli ...	Timmanahalli ...	Chávadi.	...	...	...	2	9	11	Fair.
	Molakalumuru Talook.									
43	Molakálumúru ...	Bommagondanakere	House.	...	...	..	17	13	30	Good.
44	Siddápura ...	Siddápura ...	Temple.	...	...	...	10	16	26	Fair.
45	Dévasamudra ...	Rámapura ...	House.	...	...	6	21	27	54	Fair.
	Harihara Talook.									
46	Harihara ...	Banavalli ...	Temple.	...	...	...	2	22	24	Fair.
47	Kondajji ...	Báti ...	House.	...	2	13	7	...	22	Very good.
48	Malébennúru ...	Malébennúru ...	Temple.	...	...	6	17	16	29	Fair.
	Kanakuppa Talook.									
49	Jagalúru ...	Chikka Mallanahole.	House.	...	...	...	12	18	30	Fair.
50	Bilichódu ...	Bilichódu ...	House.	...	..	6	7	16	29	
51	Sokke ...	Sokké ...	House	..	...	...	4	18	22	Fair.
	51 Hoblis ...	51 Schools ...	Total...			1,339				

KADOOR DISTRICT HOBLI SCHOOLS. *Table X.*

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	CHIKKAMAGALURU TALOOK.									
1	Morle ...	Mugalavalli ...	Temple.	...	...	...	...	18	18	
2		Karagada ...	House.	...	...	...	6	16	22	Fair.
3		Dandramukki ...	House.	...	...	8	9	9	26	Fair.
4	Lakkya ...	Lakkya ...	House.	...	...	6	6	13	25	Fair.
5		Rájánshiriyúru ..	House	...	...	2	3	10	15	Fair.
6		Ishvarahalli ...	Temple	...	...	...	...	6	6	Very bad.
7	Sakrépatna	Hullikere ...	House	...	...	...	8	15	23	Fair.
8		Bilikalhalli ...	House	...	2	4	8	12	26	Good.
9	Basavanahalli ...	Indávara ...	House	...	...	...	...	19	19	
10		Basavanahalli ..	House	...	...	10	6	7	23	Very good.
11	Malalúru ...	Malalúru ...	Temple	...	4	3	4	12	23	Good.
12	Belavádi ...	Belavádi ...	Temple	...	...	7	10	13	30	Fair.
	TARIKERE TALOOK.									
13	Tarikere ...	Dugláipura ...	Temple	...	...	...	...	19	19	
14	Lingadahalli ...	Doranahálu ...	Temple	...	...	5	4	15	24	Good.
15	Ajjampura ...	Ajjampura ...	House	...	4	9	6	25	44	Very good.
16	Kúdlúru ...	Kúdlúru ...	House	...	4	8	13	10	35	Fair.
17	Ubráni ...	Távarékere ...	Temple	...	...	...	...	10	10	Bad.
18	Amratapura ...	Bettada Távarékere.	Temple	...	...	...	8	18	26	Good.
19	Sivani ...	Sivani ...	House	...	...	5	10	16	31	Good.
20		Chelanahalli ...	House	...	...	3	8	12	23	Good.
	KOPPA TALOOK.									
21	Koppa ...	Koppa ...	House	...	...	5	0	2	7	Fair.
22	Hariharapura ...	Hariharapura ...	Temple	...	...	..	4	8	12	Fair.
23	Baggunji ..	Baggunji ...	House	...	..	...	...	9	9	Very bad.
24	Hosakere ...	Bandigadi ...	...	...	...	...	...	10	10	Very bad.
25	Shringéri ..	Vidyáranapura ...	House	...	...	...	...	10	10	
26	Kigga ...	Kigga ...	House	...	..	...	...	...	...	
27	Mégunda ...	Mégunda ...	Temple	...	...	...	...	14	14	
	WASTARA TALOOK.									
28	Wastára ...	Kudavalli ...	Temple	...	...	4	3		15	Fair.
29		Aladúrupéte ...	...	...	...	...	7	6	13	Bad.
30	Mélabangádi ...	Bálúru ...	Temple	...	...	...	...	10	10	Fair.

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	WASTARA TALOOK.—*Continued.*									
31	Kadagalnádu ...	Hosallipéte ...	Masjid.	...	...	...	...	17	17	Bad.
32	Khándiya ...	Khándiya ...	Sunkadakatte	...	...	...	...	4	4	Very bad.
33	Kalasa ...	Kalasa ...	Temple	...	...	...	5	14	19	Fair.
	BANAVARA TALOOK.									
34	Bánávára ...	Bendékere ...	House.	...	...	...	4	24	28	Bad.
35	Belagúru ...	Belagúru ...	Temple.	...	4	4	5	6	19	Bad.
36	Jámagallu ...	Jámagallu ...	House.	...	...	2	5	8	15	Bad.
37		Dévanúru ...	House.	...	...	3	6	9	18	Fair.
38		Arkere ...	Temple.	...	3	7	7	6	23	Good.
	KADOOR TALOOK.									
39		Brahma Samudra	House.	...	...	4	4	1	9	Bad.
40	Kadoor ...	Nidagatta ...	House.	...	9	7	3	8	27	Good.
41		Sarasvatipura ...	Temple	...	...	...	4	12	16	Fair.
42	Yellambalasi ...	Yagati ...	House.	...	...	3	3	8	14	Fair.
	Bírúru ...									
	LAKKUVALLI TALOOK.									
43	Lakkuvalli ...	Lakkuvalli ...	Temple.	...	...	6	6	19	31	Fair.
44	Yedahalli ...	Yedahalli ...	Temple.	...	...	...	6	12	18	Fair.
45	Dánivása ...	Dánivása ...	House.	...	...	...	...	14	14	Very bad.
	34 Hóblis ...	45 Schools ...	Total...						844	

TOOMKOOR DISTRICT HOBLI SCHOOLS. *Table XI.*

	TOOMKOOR TALOOK.									
1	Toomkoor ...	Aríkere ...	House.	...	...	4	10	7	21	Fair.
2	Kóra ...	Kestúru ...	House.	...	...	8	11	6	25	Fair.
3	Dévaráyadurga ..	Uradagere ...	Temple.	...	3	9	8	12	32	Very good.
4	Gúlúru ...	Kaidála ...	House.	...	2	10	6	7	25	Very good.
5	Honnudike ...	Honnudike ...	House.	...	4	5	12	5	26	Fair.

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Toomkoor Talook—*Continued.*									
6	Bellávi	...Bellávi ...	Chávadi.	...	2	9	15	23	49	Verygood
7	Chélúru	...Bidare ...	House.	...	2	8	8	12	30	Good.
	Koratagere Talook.									
8	Koratagere	...Vaddigere ...	House.	...	...	2	8	7	17	Fair.
9	Holavanahalli	... Holavanahalli ...	House.	..	...	8	18	14	40	Good.
10	Taridálu	... Taridálu ...	Chávadi.	...	3	7	12	11	33	Good.
11	Kólála	... Kólála ...	Temple.	...	...	...	14	10	24	Fair.
12	Chennaráyadurga	... Beladára ...	House.	...	...	3	12	13	28	Fair.
13	Totlakere	... Totlakere ...	House.	...	3	7	13	11	34	Good.
14	Tóvinakere	... Tóvinakere ...	House.	...	...	8	12	18	38	Good.
	Maddagiri Talook.									
15	Havéli	... Ganjalagunte ...	House.	...	...	3	7	12	22	Good.
16	Puravára	... Puravára ...	House.	...	...	8	14	13	35	Good.
17	Kodigéhalli	... Kodigéhalli ...	House.	...	...	2	6	12	20	Good.
18	Teriyúru	.. Kadagattúru ...	House.	...	...	4	6	16	26	Fair.
19	Hampasandra	.. Idagúru ...	House.	...	4	6	10	7	27	Fair.
20	Itikadibbanahalli	... Itikadibbanahalli ...	House.	...	...	3	6	18	27	Fair.
21	Midigési	... Bedattúru ...	House.	...	...	5	12	16	33	Fair.
22	Rantavalalu	... Rantavalalu ...	House.	...	3	10	5	9	27	Fair.
23	Doddéri	... Doddéri ...	House.	...	...	...	8	9	17	Good.
	Sira Talook.									
24	Síra	... Halakúru ...	House.	...	5	6	7	20	38	Good.
25	Kallambelle	... Kadavagere ...	House.	...	...	3	8	16	27	Good.
26	Agrahára	... Kuntagondanahalli .	House.	...	4	4	7	8	23	Fair.
27	Bukkapatna	... Kuréhalli ...	House.	...	4	8	12	16	40	Good.
28	Nadúru	.. Hosúru ...	House.	...	3	5	8	11	27	Good.
29	Hulikunte	... Chengavára ...	House.	...	...	6	8	19	33	Good.
30	Baragúru	... Madalúru ...	House.	...	...	4	4	10	18	Fair.
	Chikkanayakanahalli Talook.									
31	Chikkanáyakanahalli	Settikere ...	House.	...	...	...	10	15	25	Fair.
32	Kibbanahalli	.. Gódékere ...	House.	...	...	3	8	15	26	Fair.
33	Sittúru	... Múganáyakanakóte .	Temple.	...	9	12	19	13	53	Good.
34	Hágalavádi	...Hágalavádi ...	Temple	...	...	...	10	18	28	Fair.

No.	Hóblis or Talook Sub-divisions on the 31st of March 1872-73.	Village in which School is established.	Premises.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V		
	Honnavalli Talook.									
35	Honnavalli ..	Balavanérlu ...	House.	...	...	...	7	8	15	Good.
36	Handanakere ...	Handanakere ...	House.	...	...	...	7	8	15	Fair.
37	Hálkurike ...	Sártavalli ...	House.	...	...	5	6	10	21	Fair.
38	Tipatúru ...	Mádénahalli ...	House.	...	...	2	9	6	17	Fair.
	Turivekere Talook.									
39	Turivékere ...	Muniyanúru ...	House.	...	...	...	8	15	23	Fair.
40	Dabbighatta ...	Dabbighatta ...	House.	..	...	6	11	15	32	Fair.
41	Nonavinakere ...	Nonavinakere ...	House.	...	..	11	6	5	22	Good.
42	Echanúru ...	Echanúru ...	Temple.	...	4	8	14	6	32	Good.
43	Dandinasivara ...	Dandinasivara ...	House.	...	...	...	11	6	17	Fair.
	Kadaba Talook.									
44	Kadaba ...	Koppa ...	House.	...	2	4	8	9	23	Fair.
45	Gubbi ...	Ariyúru ...	House.	...	...	5	12	5	22	Fair.
46	Máyisandra ...	Máyisandra ...	House.	...	..	2	6	7	15	Fair.
47	Kallúru ...	Sampige ...	House.	...	...	2	8	11	21	Fair.
	Kunigallu Talook.									
48	Kunigallu ...	Hérúru ...	House.	...	...	3	4	7	14	Fair.
49	Kottakere ...	Kottakere ...	House.	...	...	2	9	6	17	Fair.
50	Hebbúru ...	Tarúru ...	House.	...	...	7	10	5	22	Fair.
51	Chittanahalli ...	Chittanahalli ..	House.	...	...	9	13	9	31	Fair,
52	Yediyúru ...	Yediyúru ...	House.	...	5	4	4	12	25	Good.
	Huliyurdurga Talook.									
53	Huliyúrdurga ...	Mávattúru ...	House.	...	...	4	6	7	17	Fair.
54	Utridurga ...	Yaliyúru ...	House.	...	8	7	4	12	31	Good.
55	Byádarahalli ..	Byádarahalli ...	House.	...	...	4	5	11	20	Fair.
56	Koppa ...	Koppa ...	House.	...	...	10	16	12	38	Fair.
57	Amrutúru ...	Amrutúru ...	House.	...	...	8	16	14	38	Fair.
	57 Hóblis ...	57 Schools ...					Total ...		1522	

TRAINING SCHOOL FOR HOBLI MASTERS.

74. A certificate examination for the purpose of selecting hóbli school masters from the two training schools in the *Chituldroog* District was held in July, of which the following is the report.

Out of 32 candidates 29 are available for employment. The other three, who had been only one and half a month under tuition, have received permission to proceed to the Tírthahalli Training School.

Of the 29 passed men 17 are appointed to open new schools in the Chituldroog District, which thereby receives its full complement, *viz.* 51 schools. In Shimoga District eight new schools will be established, and two old ones re-opened, leaving only two vacancies. For Kadoor District only two men were available, and as both of them are needed to supply vacancies at two schools that had been temporarily closed, no new schools have been opened in Kadoor. It is expected that the Training School at Tírthahalli will furnish masters at the next examination for the remaining 18 vacant hóblis in the Malnád.

The *Tírthahalli* School was examined in January. A stricter precautionary system of regulating admissions and an extension of the period of training which have been insisted upon during the year, have led to results so far satisfactory that the 23 men now passed are as a whole superior to those lately passed out of Malnád training schools.

All have a tolerably accurate knowledge of Kanarese, and some have given attention to the study of Sanskrit. Of the arithmetic questions proposed at the examination three were taken from the paper set last month to the Matriculation candidates in Madras. The style of the questions was totally foreign to village school masters in this remote part of the Mysore ; yet of the three questions one was correctly worked out by six candidates, and another question was worked out nearly to the end by half the class. The knowledge of school management was also in advance of that displayed on previous occasions.

It is due to Ságara Talook School to note that the young man who passed first, getting more than half marks on every subject, received his education at that institution.

GRANT-IN-AID SCHOOLS.—KANARESE BOYS' SCHOOLS.

76. *The Wesleyan Mission Boarding School for Orphan Boys, Toomkoor*—Is a school established for the laudable purpose of feeding and educating orphan boys. The late lamented Mr. Stephen-

Number of Pupils	...	22
„ Classes	...	2
„ Teachers	...	2

son was in the habit of himself taking a class in the school. There is a grant of Rs. 30. The attainments of the scholars are, as might be expected, not very high at present, but the teachers are hardworking, and the work done quite satisfactory.

77. *The Wesleyan Mission Fort Gate Boys' School, Toomkoor*:—This is a large and flourishing school. The Inspector's report shews that all subjects had been well taught. The highest class is a second, in which all subjects are marked "Fair" in the tabular examination statement. The school is attended chiefly by boys of the Lingáyat class to which both the masters belong as well.

Number of Pupils	...	86
„ Classes	...	3
„ Teachers	...	2

78. *The Wesleyan Mission School, Kyátsandra*—Is situated at a distance of four miles from Toomkoor. The premises are a well-built tiled house in the middle of the village. Brahman boys attend the school, but the majority are of the weaver caste. As at the former place, the standard of the school is that of a second class. The Inspector thinks well of the year's progress and reports favorably of the present state of the school and the efficiency of the masters.

Number of Pupils	...	52
„ Classes	...	3
„ Teachers	...	2

79. *The Wesleyan Mission School, Kallúru*:—"The majority of the inhabitants of this place are weavers by caste. The living to be made from their trade is so slight that most of them have taken to cultivation, as an additional means of livelihood." "The school was inspected twice. The Inspector writes. "Owing to the poverty of the parents the boys are taken away from school very early, and their studies frequently interrupted when their services can be utilized for a few days in twisting thread or helping in the fields. The most advanced pupils therefore can do little more than read and write. Of the first eight boys, two could read from any part of the Kathá Saptati with ease, the others with difficulty. Only one could add and subtract, but all could repeat the multiplication table."

Number of Pupils	...	30
„ Classes	...	2
„ Teachers	...	1

80. *The Wesleyan Mission Kanarese School, Hosahalli.*—"The schoolmaster, who has gained a local reputation as a poet, appears to have a real liking for his work. That he was highly esteemed

Number of Pupils	...	45
„ Classes	...	3
„ Teachers	...	2

I discovered from the circumstance that, when after expressing my general satisfaction with the results of my examination, I was proceeding to indicate one or two points that admitted of an alteration for the better, I was interrupted by the Gauda and three or four of the patrons of the school who stood up and protested against any fault being found with their valued schoolmaster's work. These village magnates who were disposed to be offended at anything except praise, were good-naturedly put down with an air of conscious superiority by the master himself who reminded them that there were other schools besides theirs, and professed his anxiety to have the benefit of any suggestions that might be offered." The boys are reported to have read Kanarese, printed and manuscript, with great fluency and energy and to have written well to dictation. The Inspector was quite satisfied with the progress made during the year, and has a high opinion of the master.

81. *The Wesleyan Mission School, Gubbi*—Has, it will be seen from the margin, a larger attendance than any Government Talook school in this Circle. The standard however is low, that of a third class. Upon the Inspector's recommendation, the grant was raised from Rs. 10 to Rs. 20 and a third master entertained. The Inspector notices several defects in the distribution of the classes and regrets that the supply of books and slates was very deficient. The condition of the school he regards as, on the whole, fair; though not by any means so good as it might be.

Number of Pupils	...	112
„ Classes	...	3
„ Teachers	...	3

82. *The Wesleyan Mission Kanarese School, Shimoga*—Was visited by the Inspector last July. He writes a favorable report. The school at that time had the benefit of regular and close supervision by the Missionary stationed here. His removal has, I fear, been exceedingly detrimental to this school. I visited it last month and found few boys able to read. At least thirty did not know even the alphabet. The master alleged, in excuse, that his best boys had left early in the year to join the Government school; this however would not account for the general ignorance of the lower classes. The boys

Number of Pupils	...	75
„ Classes	...	3
„ Teachers	...	2

attending are very poor and apparently of the lowest grade of natives. Most had on but a single article of clothing and that very scanty.

83. *The Wesleyan Mission School, Gúlúru*—Is situated at a distance of three miles from Toomkoor. It is held in a strong stone-built matha which was improved and enlarged by the mission agency with contributions gathered from the people. There is a Brahman Head Master and a Lingáyat assistant who appear to be highly respected by the people. This, to some extent, accounts for the large attendance of both Lingáyat and Brahman boys notwithstanding the nearness of the Government Hóbli School at Kaidála half a mile off. It has the advantage of the frequent supervision of the Missionaries stationed at Toomkoor. The Inspector's report on the school is favorable.

Number of Pupils	...	72
,, Classes	...	4
,, Teachers	...	2

GIRLS' SCHOOLS.

84. *The Wesleyan Mission Girls' School Toomkoor*—Is, I very much regret to say, the only girls' school in the Circle in the receipt of a grant. The Inspector's report is as follows:—

Number of Pupils	...	88
,, Classes	...	4
,, Teachers	...	4

"In consequence of the Hindu customs which lead to removal of girls after attaining the age of about twelve years, girls' schools never get beyond a very elementary stage. The accompanying tabular statement shews that the fifteen girls who form the highest class can read and write ordinary Kanarese well; have some knowledge of the elements of grammar and geography; are tolerably acquainted with the multiplication and division of rupees and can sew.

The foregoing attainments will be found to be those of the best girls' schools in the country, and under existing circumstances to maintain that standard is all that can be looked for. Probably in some instances the lessons commenced at school are continued afterwards; at all events female education does not necessarily stop at the point attained by the first class in the girls' school. Most of the girls attending the Fort School belong to families where the male members are more or less acquainted with English, and it may be supposed that opportunities

are afforded of imparting varied information, the reception of which must be facilitated by the elementary instruction imparted in the school.

The increased attendance may be accepted as an indication of the school's prosperity. Out of 88 girls 78 were present at my inspection visit, and from the attendance register this proportion represents about the average daily attendance ; a very good average for a girls' school.

Each of the four classes has a separate master and a separate room so arranged that the Head Master has ready access to all without any class being exposed to interruption from any other.

I was informed that the fourth master, who has charge of the youngest girls, has his pay so regulated that it depends upon the number of girls who punctually attend school. One rupee is paid for every ten girls who attend not less than fifteen days a month. An attendance of only half a day, that is, during the morning and omitting the afternoon school or *vice versa*, is not admitted. This plan is found to suit all parties.

Regularity of attendance being secured by the above device, efficiency is maintained by a very exact supervision. The school is visited five times a week by Mrs. Stephenson, to whom its existence chiefly, and its efficient character are entirely due."

HINDUSTANI BOYS' SCHOOLS.

85. *The Kunigallu Hindustáni School*—"Was examined by me twice. No material improvement has been effected for several years and the school is of scarcely any value. Twenty-two boys are nominally divided into four classes. At the examination, classes I and II were each represented by a single pupil, one of whom, the master's son, has presented himself for examination in the same course of study for several years past.

Number of Pupils	...	30
„ Classes	...	2
„ Teachers	...	2

I examined the four boys comprising the third class and found them able to read and write fairly well. They understood the operations of adding and subtracting, knew the multiplication table as far as six times twelve, and could repeat from memory a portion of the Amadan and Karima. The remaining thirteen boys were not able to read. I consider a change of masters necessary to the improvement of the school."

86. *The Huliyúrdurga Hindustáni School.*—"At the examination twenty-three boys were present. Four boys, forming the highest class, could read intelligibly, write to dictation with tolerable accuracy, and work problems in proportion very fairly. An elementary work on geography had been read, but with very imperfect understanding of its meaning, as no map had ever been seen by the boys, except a very small indistinct outline of Hindustán. Some elementary lessons in Persian had been gone through. It was evident that pains had been taken to improve the school." The master of this school died in December last. The son of the Kunigallu master has been appointed.

Number of Pupils	...	29
„ Classes	...	2
„ Teachers	...	1

87. *The Honnáli Hindustáni School*—"May be considered the best of the three, but its condition is moderately good. The highest class, comprising six pupils, wrote with tolerable accuracy a portion read to them from the Gulistan, and construed the passage correctly into Hindustáni. The grammatical knowledge imparted was of little value. Arithmetic had received more attention in consequence of the remarks made by me at a previous examination. The boys are familiar with the rule of three and work out problems of a miscellaneous character very correctly. The master is an intelligent and painstaking man, and endeavours to make the school as useful as possible.

Number of Pupils	...	29
„ Classes	...	3
„ Teachers	...	2

88. *The Holé Honnúru Hindustáni School.*—Aid to the amount of ten rupees each was granted to this and the two following schools in January of the current year. It has not been possible to inspect them yet. The following remarks are gathered from the Inspector's letter recommending them for Government aid. "Holé Honnúru may be considered the best of the three. There are five girls on the roll."

Number of Pupils	...	27
„ Classes	...	2
„ Teachers	...	1

89. *The Chennagiri Hindustáni School*—At one time enjoyed a grant of rupees ten a month, but it was suspended and ultimately withdrawn about two years ago. I visited the school in July and found that efforts had been made to effect an improve-

Number of Pupils	...	28
„ Classes	...	2
„ Teachers	...	1

ment. The majority of the pupils are the children of workmen living in circumstances that do not require for their boys an education that exceeds reading, writing and arithmetic.

90. *The Dávanagere Hindustáni School*—The boys are slightly in advance of the Chikkamagalúru School. This Madrasa is of several years' standing.

Number of Pupils	... ...	18
" Classes	... ...	1
" Teachers	... ...	1

UNAIDED SCHOOLS.—KANARESE GIRLS' SCHOOLS.

91. *The Wesleyan Mission Kanarese Girls' School, Péte, Tumkoor*—"Resembles much the sister institution at the Fort. The attendance is 88, of which number I saw 77 when I visited the school. Most of the girls are daughters of Chettis and Modaliars with a sprinkling of the goldsmith and kindred castes. The parents continue to take a most active interest in the school, and occasionally contribute towards the expense; but the managers consider it would be premature to introduce any fee at present. I consider it a very interesting school and in every way entitled to Government support."

92. *The Wesleyan Mission Girls' School, Shimoga*—Was established last year by the Rev. J. Lyle, Missionary at Shimoga, upon a spontaneous application from a number of respectable trades-people, chiefly Lingáyats, requesting the establishment of a school for their girls. The school was inspected and favorably reported on by Mr. Hodson. The attendance reported by him, 38, has since risen to 50. The master employed is a respectable man and commands the confidence of the people. "This school is totally distinct from the former aided school, being in another locality and attended by an entirely different class. The girls of the former school, chiefly Brahmans, were nearly all daughters of Government officials. The new school is for the benefit of the commercial population living in the busiest part of Shimoga Péte.

The object is one to which I believe the Government is particularly disposed to render assistance. I beg to recommend that a grant of Rs. 20 a month be sanctioned for this school. The same amount was allowed to the former girls' school."

My thanks and acknowledgments are due to Mrs. Bruce, who visits the school weekly, examines the girls and manifests much interest in the work.

93. *The Wesleyan 'Mission Girls'. School, Gubbi*—Was visited by the Inspector in July last. He writes—" The teaching staff consisted of two masters assisted by a woman servant, whose chief duty is to collect the girls every day. Out of thirty seven girls I found twenty seven present. Of these, twelve can read ordinary prose and poetry, can repeat a few of the elementary parts of Campbell's grammar, write a little, and know something of the outlines of geography. All the pupils were Lingáyats except two Brahmans and two Modaliars." The school is recommended for a grant of ten rupees, which I hope will be given.

94. *Hindu Girls' School, Chituldroog*—Was established early in the year 1870 by the Hindu official (since transferred from Chituldroog), who was chiefly instrumental in the establishment of a similar school at Shimoga. The Inspector saw 30 girls present out of a roll of 35. They could read and write fairly, and understood the simple operations of arithmetic. The sole teacher is a widow, a Lingáyat by caste, the sister of an indigenous master in a neighbouring village. She is acquainted with the elementary arithmetic, geography and grammar usually taught in Government Vernacular schools. The school has, on the whole, done well. It has been recommended for a grant of ten rupees.

KANARESE BOYS' SCHOOLS.

95. *Annájaiya's Endowed Kanarese School, Kadaba.*—" Has been reported on at length on several occasions. My last visit to the school was paid about four months ago. The average daily attendance is about twenty-five.

Two masters were employed, but from want of funds one has recently been dispensed with.

The school premises built by the late Annájaiya are very suitable for the purpose.

The attainments of the boys are about on a par with those at Gubbi.

When Government aid is granted I would suggest the propriety of stipulating that a qualified master, approved by the Educational Department, be appointed."

E. MARSDEN,
Offg. Inspector of Schools

APPENDEX II.

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APPENDIX II.

PRINCIPAL'S REPORT ON THE HIGH SCHOOL.

1. I have the honor to submit the Report of the progress of the Government High School, during the past year (1872—73). This duty has fallen upon me owing to the sudden illness of the Principal and his departure to England.

2. The changes that have taken place in the school have been few, and are confined chiefly to the staff of masters.

(i.) Changes in School.

Last February, in consequence of the appointment of Mr. Marsden, the First Assistant, to the acting Inspectorship of the 2nd Circle, Mr. Pope was appointed to officiate as 1st Assistant. Towards the end of the same month the Principal, Mr. Waters, went to England on sick leave ; Mr. Pope took up the officiating Principalship. Mr. Leonard, the 2nd Assistant, took the place of the officiating 1st Assistant ; thus leaving the 2nd Assistant Mastership vacant. This vacancy has not as yet been filled up.

(ii.) Engineering Department.

In the Engineering School the vacancy caused by the resignation of Mr. Beveridge was filled up by the appointment of Mr. Conquest, B. A. Under him the class is doing well. I take this opportunity of testifying to the thoroughness and earnestness of Mr. Conquest's work with that class. Four of the students will shortly be examined by the Civil Engineering College at Madras for the Surveyor's Test.

The class at present numbers 12, and the average daily attendance is 10. I have hopes that this class will be considerably increased this year ; as, in various ways, it has lately been put on a better footing.

3. The numbers have kept up very well. The average daily attendance is 437. The numbers on the roll being 542. We have more boys than space to put them in. The Preparatory class is crowded to an uncomfortable extent. In one middle sized room are 2 masters and 85 pupils.

School Numbers.

Want of Room.

In each of the two side rooms of the building we have 2 classes, each averaging 40 boys. The Central Hall contains 4 classes, one of 43 boys. Next year when we shall have a third B. A. class, we shall have no room to put them in. The classes and numbers are as follows :—

2 B. A. Classes	.. 8	Junior F. A. Class		..	21
Senior F. A. Class	.. 14	Matriculation do		..	43
			Upper School..		86
1st Class ..	.. 44	4th B.	..	..	44
2nd „ ..	.. 41	5th A.	..	..	35
3rd „ ..	.. 47	5th B.	..	..	29
4th A. „ ..	.. 41	6th A.	..	..	32
		6th B.	..	..	29
			Lower School ..		342
Preparatory „	.. 85	Hindustáni Normal School			17
			Normal School ..		102
Engineering	..	..	..		12
			Total		542

To make room, as well as to engage the services of one of the lower masters for the purpose of teaching Tamil, I have done away with the 6th A class, sending a part to the 5th B and part to the 6th B, (now the 6th class) and equalized the numbers throughout. Still we are very much crowded.

Work in the Lower School.

4. The work in the lower school has been placed on a good footing. Care has been taken to preserve a good standard of work in the 1st, 2nd and 3rd classes especially. It is from these classes that we are supplied with the materials for the Matriculation classes each year. Upon the thoroughness of the work here depends the success of the school in the higher University examinations.

Necessity for another Master in the Upper School.

5. Here I would take the opportunity of stating the necessity of having another master for the upper school. The present staff consists of a Principal and 2 Assistants, who have to manage the Matriculation class, 2 F. A. classes, a morning B. A. class, and an afternoon one

composed of masters of other schools, who are unable to attend in the morning. To these will be added next year a junior B. A. class. The reasons for urging the addition to the staff are :—

(i). That owing to this pressure of work, periodical examinations of the school are managed with great difficulty, and cannot be as complete and thorough as they ought to be.

(ii). The Principal has no time whatever to look into the working of the lower classes and of exercising a general superintendence over the rest of the school. A want that is greatly felt.

(iii). Apart from the teaching in the school, there is a good amount of office work which has to be done, and which takes up, under the present arrangement, a great deal of time that ought to be devoted to teaching, and to assisting boys who remain in the school during after hours at work.

(iv). There is very little *time* and I might add *inclination* after a day's work, for arranging extra lectures on such subjects as Chemistry, Electricity, Magnetism, &c., and thus making some use of the splendid apparatus that the school possesses.

The importance of such subjects has been urged elsewhere. The success of the school would, I feel confident, be greatly increased by the addition of another European Assistant, to whom in a great measure the Matriculation class and the office work which I have mentioned might be given. The formation of a Provincial College, in addition to the High School, in the chief town of the Mysore Province is a thing to be desired.

Attendance in F. A. and B. A. classes.

6. We find great difficulty in ensuring a regular attendance in the F. A. and B. A. classes; and in many cases we get very little out-of-school work done. As soon as a boy passes the Matriculation examination he feels it is his duty to look about for an employment, and when that is obtained the school work is quite a secondary matter. I mention this as we have just had such a flagrant case. One of the F. A. boys, who had taken a very high place in the Matriculation examination, who had subsequently headed every school examination that he entered for, and was in a fair way of distinguishing himself in the University F. A. examination, came one morning for 15 days leave to go into the district to join the

office to which he had been appointed. Every day before 11 o'clock he has to leave, and though he does work a little the difference in the results is very great and very disheartening to the masters.

We have a good many pupils so employed. I would suggest that two scholarships be offered in each of the upper classes to enable boys to work on till they have taken their B. A. degree without any such interruptions.

Coorg Boys.

7. Among the admissions this year we have had many Coorg boys, who are a promising set of lads. They come to us periodically from Coorg. We shall have more of them shortly. Among the successful candidates at the last Matriculation examination were two. As they are strangers in Bangalore, they are put under the Principal's care.

Fees.

8. The statement of fees and attendance throughout the school, I have already submitted in the annual returns.

B. A. Examination.

9. The results of the last University examinations are as follow:—

One candidate was sent up and passed in the third class. Two others went up on their own responsibility, but failed. One of them would undoubtedly have succeeded, had he not in the most unaccountable manner taken up Kanarese as his optional language instead of Tamil, which is his own language and in which he had obtained high marks in the two previous examinations.

F. A. Examination.

Seven candidates passed. This was a stiff year. In ordinary years we should have had a first class or two. The positions were :—

2nd Class—10, 17, 19, 36, 43, 45, 49.

Matriculation Examination.

Ten candidates passed out of 15 sent up, one in the 1st class. The positions were as follow :—

1st Class—39.

2nd Class—34, 38, 71, 87, 124, 274, 343, 467, 497.

Among those who have passed are a great many of those who hold scholarships in the school.

The College Department is in good working order. From the junior F. A. class we hope for good results. The Matriculation class is a large one, and we hope by the end of the year to select a good batch for the University examination.

Annual Examinations.

10. The annual examination took place as usual at the end of 1872. Various gentlemen, in the Madras Presidency, those engaged in education and others were kind enough to set the papers for the upper school. The lower school was examined in some classes by papers and in others *vivâ voce.*

The results on the whole were satisfactory. Just those who were selected by the various examiners as having done well have since done credit to the school in the University examinations.

There were failures as well. The senior F. A. class especially did badly. The deficiencies however have been taken in hand, and I trust that by the end of the year we shall have some successful candidates among them. Two only in the class did satisfactorily in the annual examination, one or two others did well in special subjects, but failed in the aggregate. The greatest failures were in history and mathematics.

Prizes.

11. The prizes throughout the school have been awarded as usual In the upper school by the results of the annual examinations: in the lower school by the results of the annual examination and the class marks for the year.

Library.

12. The School Library now contains nearly 900 volumes. They are chiefly on English Literature, History and Biography. We have a good shelf of Reviews, *Edinburgh* and *Quarterly*, a very fair lot of books on mathematics and physical science, and a few of travels and of fiction.

The books have been fairly used during the past year ; 258 volumes have been taken out. These have been chiefly on English literature.

The books of travels and of fiction have not been used at all. Many of them are very worthless.

I have removed a great many old and useless volumes from the library shelves, and put them apart for sale.

The books have been carefully classified and a good catalogue has been made.

We receive every month, one copy of the Indian Antiquary, one of the Agricultural Times and Indian Economist, one of the Madras Educational Journal. Efforts have been made to establish a school reading room, but as yet nothing has been done. The cram principle has too strong a hold on the minds of the native boys. They say they have no time to stay for reading the papers, and that they have no time for anything beyond the University subjects. It is very hard on this account to get the boys to join in athletics or rather to practise for them.

Athletics.

13. We have a good cricket club, which plays annual matches with the clubs of other schools. Bangalore has a United Athletic Club, which holds its meetings once a year. The High School has held its own very fairly in these. But it is a difficult matter to get native boys to enter heart and soul into athletics. So many of them look upon it as a waste of time.

We are in hopes of stirring them up. A great deal has been done toward promoting their physical training.

Conclusion.

14. I would state that in this report, there are deficiencies of many kinds. I fear details have been omitted; the omission of these my brief connection with the school (which has been during but three months), and the absence of the Principal, will account for.

I am certain I am following Mr. Waters' wishes in thanking the masters for their hearty co-operation with him in the work of the school.

J. vS. POPE, B. A.,
Offg. Principal.

PRINCIPAL'S REPORT ON HIS HIGHNESS THE MAHARAJA'S SCHOOL, MYSORE.

1. *Abstracted statements.*

Numbers on the rolls, April 1872		
English	209	
Kanarese	143	
Hindustáni	102	454
Numbers on the rolls, March 1873.		
English	226	
Kanarese	160	
Hindustáni	70	456
Average monthly numbers on the rolls during the year.		
English	220	
Kanarese	160	
Hindustáni	75	455
Average daily attendance during the year.		
English	183	
Kanarese	125	
Hindustáni	50	358
Average daily percentage of absenteeism during the year.		
English	14	
Kanarese	24	
Hindustáni	31	23

Distribution into Classes in School.

B. A.	F. A.	Mat.	1.	2.	3.	4.	5.	6.	Kan.	Hind.	Total.
2.	15.	27.	17.	22.	28.	20.	36.	59.	160.	70.	456

Distribution as to Community.

Brahmans.	Other Hindus.	Mahomedans.	European & East Indians.	Total.
238	133	77	8	456

Distribution as to Employments.

Government Service.	Palace Service.	Private Persons.	Total.
141	73	242	456

2. The average monthly numbers on the rolls in the English branch have remained about the same for several years past. In 1870-71 they were 210. In 1871—72 227; and in the year under report 220. The average daily attendance in this branch has also remained nearly stationary. In 1870—71 it was 170; in 1871—72 192, and in the present year 183.

3. In the Kanarese branch the monthly numbers on the rolls and the average daily attendance have not varied much during the last two years, but shew an increase on preceding years. The average monthly numbers on the rolls in 1870—71 were 120. In 1871—72 158; and in the present year 160, with an average daily attendance during the three years of 91, 124, and 125 respectively.

4. The Hindustáni branch, owing to circumstances, cannot be quite so favorably reported on in this respect. The numbers have fallen off considerably since the beginning of the year, but are still high compared with previous years. In 1870—71 the average monthly numbers were 12, with an average daily attendance of 10. In 1871—72 they increased to 62, with a daily attendance of 49; and in the present year to 75, with an average daily attendance of 50. Although these numbers appear to compare favorably with previous years, still the numbers at present on the rolls contrast unfavorably with those at the beginning of the year, being only 70 at present, against 102 in April last. This is partly to be accounted for by the sickness of the Hindustáni master for more than two months in the middle of the year, when the numbers fell considerably; and partly by the transfer of the assistant master Nazir Ali to the Maddúru School in October last, when they fell still further, and cannot since be recovered, although a peon is sent daily to collect the boys. The transfer of Nazir Ali has proved a great drawback to all the lower portion of the Hindustáni branch. He is a zealous and hard working young man, and had gained the confidence of both parents and boys. If his services could be retransferred to this school, the flourishing condition of the Hindustáni branch would probably be soon restored.

5. The average daily absenteeism during the year has been at the rate of 14 per cent in the English branch; 24 per cent in Kanarese; and 31 per cent in Hindustáni. The desire for English education, on account of its advantages, and the necessary payment of a higher rate of

fee in order to obtain it are the causes of the rate of absenteeism being less in the English than in the Vernacular branches. Muhammadans are still generally indifferent, though not so much so as formerly, to the benefits of education.

6. The fees collected during the year amount to Rs. 2,036, against Rs. 2,076 last year. The slight decrease is owing to several boys remaining absent during the broken months of the vacation seasons, to avoid payment of the fee. Of the Rs. 2,036 the English branch gives Rs. 1,878, Kanarese Rs. 120, and Hindustáni Rs. 38. The monthly rate of fees in both Vernacular branches is only one anna, which might be raised to two annas in the 1st and 2nd classes of the Kanarese school where the instruction is of a higher order; but it would not be desirable to raise it in the lower classes of the Kanarese, nor in any portion of the Hindustáni school at present. Muhammadan boys are generally very poor and find it difficult to pay even the present small rate of fee. In the English classes the rates vary from eight annas to one rupee and a half.

7. The book sales from the Government Branch Depôt amount to Rs. 1,500, against Rs. 1,700 last year. The books sold have been chiefly elementary. Some of those necessary for the higher University classes have not been obtainable from the Central Depôt, and we have been obliged to get them from Calcutta and Madras.

8. In the late University examinations four candidates passed, the Matriculation examination, one the F. A., and one the B. A. This is the first time the B. A. degree has been reached in the school. N. Krishna Rao has the honor of having been the first to pass, and he has come out in a comparatively high position, fourth in the second class. As none of the B. A. candidates passed in the 1st class, he is fourth from the top of the entire list. The work of the school in regard to the annual results of the University examinations has been steady for the last five years.

In 1868—69—Five	were	successful	out of 20.
„ 69—70—Six	„	„	21.
„ 70—71—Six	„	„	20.
„ 71—72—Six	„	„	18.
„ 72—73—Six	„	„	19.

9. The proportion of passed to those who went up would have been greater but, as there is no restriction, many boys go up of whom there is no hope of success. It should also be borne in mind that the examinations have increased in difficulty year by year, and that the same amount of knowledge would not enable candidates to pass now as sufficed some years ago. The extension of the F. A. course from one to two years, the same as the B. A., has, moreover, very much added to the difficulty, and made a larger teaching staff absolutely necessary.

10. It has been suggested that the college classes might be abolished and the Matriculation examination made the standard; but there are now 15 students in the F. A. and 2 in the B. A. classes ; all of whom could not proceed to Bangalore, and the Guardian to His Highness the Mahárájá is strongly opposed to the standard being in any way reduced. The educational wants of the city undoubtedly require that college classes should be kept up.

11. In the lower or elementary portion of the English school the work done has been satisfactory ; most of the boys in the different classes became fitted for promotion to the next higher class, and several have been transferred from the upper portion of the Kanarese to the English school. There is still a great desire for as much English education as will obtain Government employ, and several boys who reach the 2nd and 1st classes, or those next below the Matriculation, go up for the General Test, and thus lessen the numbers who continue their studies for the University course. An increased desire has lately been manifested on the part of matriculated and other students to pass the Special Tests, more particularly those necessary to qualify for Pleaders. The two years' course for the F. A. and B. A. is repulsive to the generality of students.

12. Several gentlemen in the station have manifested an interest in education by preparing examination papers for the higher classes. The Rev. Mr. Greenwood in Kanarese, Mr. Gostick in English, Mr. J. Lacey, B. L. in geography, Mr. E. Coleman, B. A. in algebra, Mr. A. Boyton, and Mr. B. Rámaswámi, B. A. in Euclid, and our own assistant masters in other subjects. Several papers were also furnished from Bangalore.

13. Colonel G. B. Malleson, C. S. I., Guardian to His Highness the Mahárájá, has also manifested a very warm interest by the bestowment of scholarships, on the recommendation of Mr. C. Rangáchárlu, the Controller, to the most deserving of the successful students to enable them to prosecute their studies without difficulty, and by holding out hopes of encouragement in various other ways.

14. Mr. B. Mallappa, Kanarese Head Master, and some of his assistants have rendered very important aid to the University classes in their Kanarese subjects, for which there is no provision made in the teaching staff of the English branch.

15. The present teaching staff is quite inadequate to the wants of the lower portions of the school in all three branches. The lowest class in English has 59 boys, the lowest in Hindustáni 50, and the lowest in Kanarese 93 boys, under one master. Hopes have been entertained all the year that the pupil teachers asked for at the beginning of the year would have been sanctioned to enable the work to be carried on more efficiently.

16. The demand for both elementary and higher education in the city of Mysore has continued steady for a long time. The average number receiving elementary instruction in this school during the last three years has been about 400; and the Wesleyan Mission schools here have probably had about the same number. There have thus been for a long time as many as 800 boys receiving elementary instruction in English, or Kanarese, or in both languages, and a considerable number in Hindustáni, in the two institutions, besides those in the jail and private schools in different parts of the town. In regard to higher education, about 50 young men in Mysore have passed one or more of the University examinations besides those who have gone up for the General and Special Tests of the Uncovenanted Service examinations.

17. The assistant masters have been zealous in the work of their several classes during the year, and also in prosecuting their studies for their own improvement. All of those in the English branch, except 3, have now succeeded in passing one or more of the University examinations. One has passed the B. A. degree, two the F. A. and four the Matriculation. The Hindustáni Head Master, and the 3rd Kanarese assis-

tant master have been laid up a great deal with sickness during the year, and nearly all the native masters and a great many boys have lately been laid up with dengue fever.

18. The only changes in the masters during the year have been the transfer of Mir Nazir Ali from the Hindustáni branch to be Head Master of a Hindustáni School established at Maddúru ; and the appointment of Mir-Zain-ul-Ab-ud-din, a normal student from Bangalore, to assist in this school in his stead.

19. The School Library contains about 130 volumes, including the Encyclopædia Brittanica, and some other useful books of reference. It has been slightly increased during the year by the purchase of a few books connected with the degree examinations.

20. The play ground remains in the same condition as last year in regard to the uncovered drain which passes across it and entirely spoils it as a cricket ground. The best remedy would be to carry an open drain round that portion of the compound. It could then receive the drainage from the houses at the back, which now finds its way into the compound, but has no egress from it. The expense of carrying it round, as most of the material is at hand, would not be very much greater than that of covering in the present drain, which Colonel Renton expressed himself willing to do, but to which is objected the difficulty of keeping a covered drain clean.

21. The whole school premises are now very shabby in appearance. This is the third year since anything was done to the outside of the buildings and compound walls by way of white or blue washing.

J. DUNNING,
Principal.

APPENDIX III.

MYSORE GRANT-IN-AID RULES.

The Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each District as compared with others, and the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points:—

1st. The pecuniary resources, permanent and temporary, on which the school will depend for support.
2nd. The proposed monthly expenditure in detail.
3rd. The average number of pupils to be instructed.
4th. The persons responsible for the management.
5th. The nature and course of instruction.
6th. The number and salaries of masters or mistresses.
7th. The nature and amount of aid sought.

3. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any Officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving grants-in-aid the following principles will be observed:—

(*a*) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(*b*) Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.

(*c*) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(*d*) For schools educating up to the University Entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(*e*) For other schools in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(*f*) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(*g*) The conditions of every grant will be subject to revision periodically.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

7. The erection, enlargement, and repairs of school houses are included among the objects for which aid may be given, subject to the conditions prescribed in para 5, C. Whenever a building grant is asked for, a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

8. In the event of any building, towards the erection, purchase, enlargement or repair of which a grant may have been made by Government, being devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 1*st May* 1873.

L. RICE,
Offg. Director of Public Instruction, Mysore and Coorg.

APPENDIX IV.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Classes.
2. Do. Lower Class.
3. Do. Girls' Schools.
   Do. Special Schools.
4. Do. Hóbli Schools.
5. Grant-in-aid, Higher and Middle Classes.
6. Do. Lower Class.
7. Do. Girls' Higher, Middle and Lower Classes.
8. Abstract of Expenditure in Educational Department.
9. Statement of Expenditure on Educational Buildings.

No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1.

GENERAL EDUCATION.

SCHOOLS.

ending 31st March 1873.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
No.	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.				
				Hindú.	Mahomedan.	Others.	Total.			English.	Kanarese.	Hindustáni.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscriptions & Donations.	Fees, Fines, &c.
	SUPERIOR ANGLO-VERNACULAR.																			
	Higher Class.																			
1	High School	Bangalore	1858	407	10	45	542	486	437	542	509	5	1	16	4 As. to 3 Rs.	16,144 4 3	...	...	...	5,051 14 0
2	The Rájá's School	Mysore	1833	211	7	8	226	220	185	226	226	...	...	...	8 As. to 1½ Rs.	9,890 0 0	...	...	...	1,878 12 0
3	District School	Hassan	1852	144	8	...	152	150	132	152	152	...	...	...	3 As. to 5 As.	5,444 8 4	...	...	...	353 12 0
4	Do	Toomkoor	1852	98	4	2	104	100	92	104	104	...	...	...	4 As. to 1 Rs.	2,943 14 0	...	...	...	492 6 0
5	Do	Shimoga	1854	218	7	32	257	200	185	257	257	...	...	...	4 As. to 8 As.	3,904 8 0	...	...	...	398 6 0
6	Do	Chitaldroog	1861	135	7	3	145	133	120	145	145	...	...	...	4 As. to 1 Rs.	4,333 10 8	...	...	...	426 6 0
7	Do	Kolár	1865	96	1	1	98	84	60	98	98	...	...	...	4 Annas.	3,590 4 0	...	...	...	217 12 0
		Total.....		1,389	44	91	1,524	1,373	1,209	1,524	1,491	5	1	16		46,251 1 3	...	...	...	8,759 4 0
	INFERIOR ANGLO-VERNACULAR.																			
	Middle Class.																			
1	Taluk School	Channapatna	1862	28	2	...	30	24	20	30	30	...	...	...	2 As. to 4 As.	1,076 0 0	...	...	...	63 6 0
2	Do	Chikka Ballápura	1864	51	3	1	55	54	46	55	55	...	...	...	4 Annas.	2,166 5 4	...	...	...	138 0 0
3	Do	Chikkanagkúru	1862	49	1	6	56	53	45	56	56	...	...	...	4 As. to 12 As.	1,368 0 0	...	...	...	179 8 0
4	Do	Gauribidanúr	1869	29	...	...	29	28	23	29	29	...	...	...	4 Annas.	576 0 0	...	...	...	86 14 0
5	Do	Hunsenúr	1861	24	3	4	31	30	27	31	31	...	...	...	4 Annas.	1,404 0 0	...	...	...	109 8 0
6	Do	Narasipura	1863	34	2	...	36	35	27	36	36	...	...	...	4 Annas.	1,692 8 0	...	...	...	59 8 0
		Total.....		215	11	11	237	225	186	237	237	...	...	...	...	7,682 18 4	...	...	...	636 12 0

No. 1. *(Continued.)*

No.	Name of Institution.	Locality.	17 Receipts during the year (Continued) Sale of Books.	18 Receipts during the year (Continued) Other Sources.	19 Receipts during the year (Continued) Total.	20 Charges during the year. Current.	21 Charges during the year. Extraordinary.	22 Charges during the year. Total.	23 Difference. Excess of Receipts Over charges.	24 Difference. Excess of Charges over Receipts.	25 Annual Cost of educating each Pupil. Total Cost.	26 Annual Cost of educating each Pupil. Cost to Government.	27 Remarks.
	Superior Anglo-Vernacular.												
	Higher Class.												
1	High School	Bangalore	...	...	21,196 2 3	15,187 9 7	956 10 8	16,144 4 3	5,051 14 0	...	22 3 11	21 14 3	
2	The Rája's School	Mysore	...	...	11,768 12 0	9,804 0 0	86 0 0	9,890 0 0	1,878 12 0	...	44 15 3	36 6 5	
3	District School	Hasan	...	...	5,798 4 4	4,702 8 4	742 0 0	5,444 8 4	353 12 0	...	36 4 8	33 15 8	
4	Do	Tumkoor	...	...	3,576 4 0	2,928 0 0	15 14 0	2,943 14 0	432 6 0	...	29 6 11	25 1 10	
5	Do	Shimoga	...	...	4,392 14 0	3,840 0 0	64 8 0	3,904 8 0	298 6 0	...	19 8 4	17 8 5	
6	Do	Chitaldroog	...	...	4,760 6 8	4,126 10 8	207 0 0	4,333 10 8	426 6 0	...	32 9 4	29 6 6	
7	Do	Kolár	...	...	3,808 6 0	3,456 4 0	134 0 0	3,590 4 0	217 12 0	...	42 11 10	40 2 4	
		Total.....	...	...	55,010 5 3	44,045 0 7	2,206 0 8	46,251 1 3	8,759 4 0	...			
	Inferior Anglo-Vernacular.												
	Middle Class.												
1	Taluk School	Chennapatna	...	...	1,119 6 0	1,056 0 0	0 0 0	1,056 0 0	63 6 0	...	44 0 0	41 3 9	
2	Do	Chikka Ballápura	...	...	2,304 5 4	2,128 13 4	37 8 0	2,166 5 4	138 0 0	...	40 1 10	37 8 11	
3	Do	Chikkanagaldra	...	...	1,547 8 0	1,368 0 0	0 0 0	1,368 0 0	179 8 0	...	25 12 11	22 3 5	
4	Do	Gauribapéta	...	...	662 14 0	576 0 0	0 0 0	576 0 0	86 14 0	...	22 2 5	18 13 6	
5	Do	Hunasúra	...	...	1,513 8 0	1,404 0 0	0 0 0	1,404 0 0	109 8 0	...	46 12 9	43 2 4	
6	Do	Narasipura	...	...	1,152 0 0	906 0 0	186 8 0	1,092 8 0	59 8 0	...	31 3 5	29 8 2	
		Total.....	...	...	8,299 9 4	7,438 13 4	224 0 0	7,662 13 4	636 12 0	...			

Office of the Director of Public Instruction,

Bangalore, 17th July 1873.

L. RICE,

Offg. Director of Public Instruction.

No. 2.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT SCHOOLS.

Annual Return for the year ending 31st March 1873

1	2	3	4	5	6	7	8	9
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending each day.
				Hindu.	Mahomedan.	Others.	Total.		
				NANDIDROOG DIVISION.					
	Lower Class.								
	Kanarese.								
1	Taluk School	Chennipatna	1863	45	6	...	51	44	43
2	Do	Closepète	1869	63	9	4	76	60	49
3	Do	Dévanahalli	1854	38	...	...	38	32	28
4	Do	Doda Ballápura	1869	134	...	...	134	125	120
5	Do	Hoodóte	1868	35	3	...	38	34	30
6	Do	Kánchánhalli	1871	73	...	...	73	67	58
7	Do	Kengéri	1870	21	...	...	21	18	17
8	Do	Mágadi	1868	62	...	...	62	60	49
9	Do	Nelamangala	1869	84	14	...	98	73	70
10	Do	Serájpura	1867	40	12	...	52	50	44
11	Do	Yelahanka	1867	32	5	...	37	34	32
		Total		627	49	4	680	597	520
				KOLAR DIVISION.					
1	Taluk School	Bágépalli	1869	27	4	...	31	27	24
2	Do	Bowringpéte	1870	19	...	...	19	17	17
3	Do	Chikka Ballápura	1864	42	1	...	43	40	33
4	Do Telugu	Chikka Ballápura	1871	33	...	...	33	24	21
5	Do (*Telugu & Kanarese*)	Chintámani	1863	62	5	...	67	63	58
6	Do	Gúribidanúru	1867	52	6	...	58	55	45
7	Do	Gudibanda	1869	63	8	...	71	62	60
8	Do	Kólár	1863	31	3	1	35	31	28
9	Do	Mulabágilu	1864	66	5	1	72	63	58
10	Do	Narasápura	1867	23	7	...	30	28	25
11	Do	Sidlaghatta	1865	33	2	...	35	28	25
12	Do	Srinivásapura	1865	46	2	...	48	40	36
		Total		497	43	2	542	500	434
				TOOMKOOR DIVISION.					
1	Taluk School	Chikkanáyakanahalli	1863	41	...	...	41	35	28
2	Do	Honnavalli	1871	54	...	...	54	43	35
3	Do	Huliyúrdurga	1869	18	...	...	18	17	15
4	Do	Kunigere	1867	88	8	...	96	70	60
5	Do	Kunigallu	1870	29	...	...	29	20	14
6	Do	Maddagiri	1865	94	3	...	97	79	54
7	Do	Sirá	1866	39	3	...	42	30	25
8	Do	Toomkoor	1852	75	19	1	95	80	65
9	Do	Turvékere	1867	35	1	...	36	22	15
		Total		473	34	1	508	377	310
		Grand Total		1,597	126	7	1,730	1,474	1,264

10 A	10 B	10 C	10 D	10 E	11	12	13	14	15
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.			
English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.
					NANDIDROOG DIVISION.				
...	51	...	...	...	1 Anna.	305 0 0	...	...	...
...	70	...	6	...	do	372 8 0	...	...	...
...	38	...	...	...	do	418 0 0	...	...	...
...	134	...	...	...	do	702 8 0	...	...	...
...	38	...	...	...	do	508 0 0	...	...	...
...	73	...	...	...	do	316 5 4	...	...	...
...	21	...	...	...	do	276 0 0	...	...	...
...	62	...	...	...	do	412 14 0	...	...	...
...	98	...	...	...	do	674 0 0	...	...	...
...	52	...	...	...	do	460 0 0	...	...	...
...	37	...	...	...	do	349 2 0	...	...	...
...	674	...	6	...		4,885 13 4	...	...	...
					KOLAR DIVISION.				
...	31	...	...	...	1 Anna.	311 1 6	...	...	...
...	19	...	...	...	do	288 0 0	...	...	...
...	43	...	...	...	do	363 0 0	...	...	...
...	...	...	33	...	do	120 0 0	...	...	...
...	46	...	21	...	do	867 0 0	...	...	...
...	58	...	...	...	do	353 6 8	...	...	...
...	41	...	30	...	do	348 0 0	...	...	...
...	55	...	...	...	do	277 14 0	...	...	...
...	52	...	20	...	do	777 3 1	...	...	...
...	30	...	...	...	do	432 8 0	...	...	...
...	20	...	5	...	do	394 0 0	...	...	...
...	48	...	...	...	do	689 0 0	...	...	...
...	435	...	109	...		5,221 1 3	...	...	...
					TOOMKOOR DIVISION.				
...	41	...	...	...	1 Anna.	454 6 0	...	...	...
...	54	...	...	...	do	258 4 0	...	...	...
...	18	...	...	...	do	269 7 2	...	...	...
...	90	...	...	...	do	432 0 0	...	...	...
...	29	...	...	...	do	288 6 0	...	...	...
...	97	...	...	...	do	666 12 0	...	...	...
...	42	...	...	...	do	448 0 0	...	...	...
...	95	...	...	...	do	564 0 0	...	...	...
...	56	...	...	...	do	421 0 0	...	...	...
...	526	...	...	...		3,824 3 2	...	...	...
...	1,035	...	115	...		13,929 1 9	...	...	...

No. 2.

(*Continued.*)

No.	District.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	27
				Receipts during the year. (*Continued.*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
				Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
		Lower Class.	NANDIDROOG DIVISION. (*Contd.*)												
		Kannada.													
1	Taluk School		Chennapatna	36 5 0	...	...	341 5 0	300 0 0	5 0 0	305 0 0	36 5 0	...	6 14 10	6 1 8	
2	Do		Channapatna	33 0 0	...	...	405 0 0	372 0 0	...	372 0 0	33 0 0	...	6 3 3	5 10 4	
3	Do		Devanahalli	11 8 0	...	...	429 9 0	312 0 0	106 0 0	418 0 0	11 9 0	...	13 1 0	12 11 8	
4	Do		Dodda Ballapura	83 15 0	...	...	784 5 0	667 0 0	35 8 0	702 8 0	81 13 0	...	5 9 11	4 13 3	
5	Do		Hoskote	11 6 0	...	...	609 6 0	472 0 0	166 0 0	638 0 0	11 6 0	...	17 11 3	17 4 3	
6	Do		Kadatalli	38 6 0	...	...	352 11 4	313 0 0	3 5 4	316 5 4	36 6 0	...	4 11 6	4 2 10	
7	Do		Kanakanahalli	16 2 0	...	...	292 2 0	276 0 0	...	276 0 0	16 2 0	...	15 3 4	14 6 1	
8	Do		Kengeri	16 8 0	...	...	434 8 0	408 0 0	4 14 0	412 14 0	21 10 0	...	6 14 1	6 8 4	
9	Do		Nagadi	21 10 0	...	...	434 8 0	408 0 0	265 0 0	674 0 0	58 13 0	...	9 3 8	8 5 7	
10	Do		Nelamangala	38 13 0	...	...	732 15 0	468 0 0	52 0 0	460 0 0	36 2 0	...	9 3 8	8 3 7	
11	Do		Sarjapura	36 2 0	...	...	498 2 0	348 0 0	1 2 0	349 2 0	15 15 0	...	10 4 3	9 8 3	
12	Do		Yelahanka	15 15 0	...	...	505 1 0								
			Total.....	356 13 0	...	...	5,342 10 4	4,344 0 0	539 13 4	4,883 13 4	358 13 0	...			
1	Taluk School		Bagepalli	16 13 0	...	...	327 14 6	288 0 0	23 1 6	311 1 6	16 13 0	...	11 8 4	10 14 4	
2	Do		Tavarigepete	20 4 0	...	...	308 4 0	288 0 0	...	288 0 0	20 4 0	...	16 15 0	15 12 3	
3	Do		Chikka Ballapura	24 8 0	...	...	387 8 0	360 0 0	3 0 0	363 0 0	24 8 0	...	9 1 3	8 5 3	
4	Do Telugu		Chikka Ballapura	14 13 0	...	...	134 13 0	120 0 0	...	120 0 0	14 13 0	...	3 8 7	3 1 6	
5	Do (*Telugu & Kanarese*)		Chintamani	34 1 0	...	...	901 1 0	528 0 0	339 0 0	867 0 0	34 1 0	...	13 12 2	13 3 6	
6	Do		Gauribidanur	25 0 8	...	...	288 6 8	345 8 8	8 0 0	353 8 8	25 0 8	...	6 10 8	6 5 1	
7	Do		Goulihanda	17 7 0	...	...	365 7 0	348 0 0	...	348 0 0	17 7 0	...	5 0 8	4 3 2	
8	Do		Kolar	27 12 0	...	...	309 10 0	276 0 0	1 14 0	277 14 0	27 12 0	...	7 8 2	6 12 1	
9	Do		Mulbagilu	36 15 0	...	...	614 8 1	618 3 1	129 0 0	747 3 1	36 15 0	...	12 3 4	11 15 6	
10	Do		Narasapura	23 11 0	...	...	456 3 0	372 0 0	60 8 0	432 8 0	23 11 0	...	15 7 7	14 3 3	
11	Do		Sidhghatta	15 10 0	...	...	409 10 0	363 0 0	31 0 0	394 0 0	15 10 0	...	13 9 4	15 2 3	
12	Do		Srinivaspura	24 2 0	...	...	713 2 0	432 0 0	257 0 0	689 0 0	24 2 0	...	17 3 7	16 9 11	
			Total.....	292 15 0	...	...	5,511 14 3	4,338 9 9	882 7 6	5,221 1 3	290 13 0	...			
1	Taluk School		Chikkanayakanahalli	20 2 0	...	...	484 5 0	282 0 0	182 6 0	464 6 0	20 2 0	...	13 4 5	12 11 1	
2	Do		Honnavalli	22 13 0	...	...	291 1 0	254 2 8	6 4 0	260 6 8	22 13 0	...	5 11 8	5 3 8	
3	Do		Huliyurdurga	8 9 0	...	...	279 6 2	432 0 0	18 4 8	450 4 8	8 9 0	...	15 10 7	15 3 6	
4	Do		Kunigalu	64 1 0	...	...	496 1 0	282 0 0	...	282 0 0	64 1 0	...	6 2 8	5 4 3	
5	Do		Kunigalu	13 6 6	...	...	311 6 6	412 0 0	16 8 0	428 8 0	13 6 0	...	14 14 8	14 4 3	
6	Do		Madagiri	29 8 0	...	...	606 2 0	408 0 0	234 12 0	642 12 0	29 6 0	...	17 7 6	16 8 3	
7	Do		Sira	37 10 0	...	...	475 10 0	408 0 0	40 0 0	448 0 0	27 10 0	...	14 12 11	14 3 2	
8	Do		Tumkur	74 7 0	...	...	638 7 0	564 0 0	...	564 0 0	74 7 0	...	5 11 1	4 15 1	
9	Do		Tiptur	14 13 0	...	...	431 13 0	252 0 0	171 0 0	423 0 0	14 13 0	...	19 3 7	18 8 10	
			Total.....	273 13 0	...	...	4,098 0 2	3,135 2 8	689 0 6	3,824 3 2	273 13 0	...			
			Grand Total.....	923 7 0	...	...	14,952 5 9	11,717 12 5	2,101 11 6	13,929 1 9	923 7 0	...			

No. 2.

(*Continued.*)

No.	District.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	10 A	10 B	10 C	10 D	10 E	11	12			13		14		15		
					Hindú.	Mahomedan.	Others.	Total.			Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.									
											English.	Kanarese.	Hindustani.	Telugu	Tamil.		From Government.			Proceeds of Endowments.		Local Rate or Assessment.		Subscriptions, Donation, &c.		
		Lower Class. (*Continued.*) *Kanarese.*																								
																	ASHTAGRAM DIVISION.									
1	Mysore.	Taluk School, ...	Chámarájanagara ...	1869	40	...	...	40	30	30	...	40	...	...	...	1 Anna.	211	5	4	...	...	...	...	...	...
2		Do	Gundlupéte ...	1869	32	...	...	32	25	20	...	32	...	...	...	do	192	12	0	...	...	...	...	...	...
3		Do	Hunsúra ...	1871	30	2	...	32	16	14	...	32	...	...	...	do	193	6	0	...	...	...	...	...	...
4		Do	Madúru ...	1869	35	3	...	38	20	21	...	38	...	...	...	do	252	0	0	...	...	...	...	...	...
5		Do	Malavalli ...	1870	63	5	...	68	38	47	...	68	...	...	...	do	308	0	0	...	...	...	...	...	...
6		Do	Maníya ...	1869	32	2	...	34	30	30	...	34	...	...	...	do	288	0	0	...	...	...	...	...	...
7		Do	Mysore ...	1855	160	...	...	160	160	125	...	160	...	...	...	do	744	0	0	...	...	...	...	...	...
8		Do	Nanjanagúda ...	1868	92	2	...	94	54	44	...	94	...	...	...	do	540	6	9	...	...	...	...	...	...
9		Do	Narasípura (Talakádu) ...	1868	48	2	...	50	47	43	...	50	...	...	...	do	546	0	0	...	...	...	...	...	...
10		Do	Sargúru ...	1869	56	4	...	60	56	54	...	60	...	...	...	do	360	9	6	...	...	...	...	...	...
11		Do	Seringapatam ...	1870	50	...	...	50	48	36	...	50	...	...	...	do	316	8	9	...	...	...	...	...	...
12		Do	Yadahore ...	1868	52	...	...	52	49	47	...	52	...	...	...	do	313	0	0	...	...	...	...	...	...
			Total...		710	20	...	730	595	511	...	730	...	...	...		3,966	2	4	...	...	...	...	...	...
1	Hassan.	Taluk School	Alúru ...	1871	9	2	...	11	6	6	...	11	...	...	...	1 Anna.	237	4	7	...	...	...	...	...	...
2		Do	Arakalagúda ...	1865	56	5	...	61	43	32	...	61	...	...	...	do	330	9	8	...	...	...	...	...	...
3		Do	Attiúppa ...	1869	46	4	...	50	45	42	...	50	...	...	...	do	348	0	0	...	...	...	...	...	...
4		Do	Bélúru ...	1864	48	...	...	48	41	40	...	48	...	...	...	do	444	6	0	...	...	...	...	...	...
5		Do	Hassan ...	1871	22	...	...	22	22	18	...	22	...	...	...	do	180	0	0	...	...	...	...	...	...
6		Do	Hárnahalli ...	1868	44	...	...	44	40	38	...	44	...	...	...	do	386	8	0	...	...	...	...	...	...
7		Do	Narasípura (Hole) ...	1863	50	8	...	58	57	44	...	58	...	...	...	do	481	8	0	...	...	...	...	...	...
8		Do	Nágamangala ...	1869	13	...	...	13	12	9	...	13	...	...	...	do	395	8	0	...	...	...	...	...	...
9		Do	Nuggihalli ...	1870	23	2	...	25	22	19	...	25	...	...	...	do	288	0	0	...	...	...	...	...	...
10		Do	Sakalégora ...	1863	25	...	...	25	20	16	...	25	...	...	...	do	330	14	0	...	...	...	...	...	...
					336	21	...	357	308	277	...	357	...	...	...		3,359	10	3	...	...	...	...	...	...
					1,046	41	...	1,087	903	788	...	1,087	...	...	...		7,318	12	7	...	...	...	...	...	...

No. 2. (*Continued.*)

No.	District.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	27
				Receipts during the year. (*Continued.*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
				Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
		Lower Class. (*Continued*)						ASHTÂGRAM DIVISION (*Continued*)							
		Kanarese.													
1		Taluk School	Chámarájanagara	23 2 0	... ...	... ...	334 7 4	311 5 4	 0	311 5 4	23 2 0	... ...	10 6 0	9 9 8	
2		Do	Gundlupéte	14 15 0	... ...	... ...	207 11 6	180 0 0	12 12 0	192 12 0	14 15 0	... ...	9 9 7	8 14 3	
3		Do	Hosúru	12 2 0	... ...	... ...	205 8 0	180 0 0	13 6 0	193 6 0	12 2 0	... ...	12 1 4	11 9 3	
4		Do	Madúru	19 1 0	... ...	... ...	271 1 0	252 0 0	 0	252 0 0	19 1 0	... ...	12 9 7	8 0 2	
5		Do	Malavalli	40 11 0	... ...	... ...	348 11 0	308 0 0	 0	308 0 0	40 11 0	... ...	5 4 11	4 11 6	
6		Do	Mandya	26 5 0	... ...	... ...	314 5 0	288 0 0	 0	288 0 0	26 5 0	... ...	9 9 7	8 11 6	
7		Do	Mysore	120 1 0	... ...	... ...	864 1 0	744 0 0	 0	744 0 0	120 1 0	... ...	4 11 4	3 14 4	
8		Do	Nanjanagúda	19 2 0	... ...	... ...	359 10 9	340 8 9	 0	340 8 9	19 2 0	... ...	6 4 10	5 15 3	
9		Do	Narasipura (Talakádu)	33 2 0	... ...	... ...	379 2 0	346 0 0	 0	346 0 0	33 2 0	... ...	7 6 0	6 10 10	
10		Do	Sirgúru	42 13 0	... ...	... ...	402 6 6	346 13 6	13 12 0	360 9 6	42 13 0	... ...	6 3 5	5 3 9	
11		Do	Seringapatam	36 1 0	... ...	... ...	352 9 9	316 8 9	 0	316 8 9	36 1 0	... ...	6 9 6	5 13 5	
12		Do	Yadatore	31 12 0	... ...	... ...	344 12 0	313 0 0	 0	313 0 0	31 12 0	... ...	6 6 2	5 11 10	
			Total	419 3 0	... ...	... ...	4,365 5 4	3,926 4 4	39 14 0	3,926 4 4	419 3 0	... ...			
1		Taluk School	Alúru	7 4 0	... ...	... ...	244 8 7	237 4 7	 0	237 4 7	7 4 0	... ...	39 8 7	38 5 5	
2		Do	Arakalagúda	22 15 0	... ...	... ...	353 8 8	310 3 8	20 6 0	330 9 8	22 15 0	... ...	7 11 0	7 2 5	
3		Do	Attikuppa	21 12 0	... ...	... ...	369 12 0	348 0 0	 0	348 0 0	21 12 0	... ...	7 11 8	7 4 4	
4		Do	Bélúru	31 4 0	... ...	... ...	475 10 0	427 0 0	17 6 0	444 6 0	31 4 0	... ...	10 13 8	10 1 2	
5		Do	Hassan	15 1 0	... ...	... ...	195 1 0	180 0 0	 0	180 0 0	15 1 0	... ...	8 2 10	7 7 11	
6		Do	Hámanhalli	23 10 0	... ...	... ...	410 2 0	348 0 0	38 8 0	386 8 0	23 10 0	... ...	9 10 7	9 1 1	
7		Do	Narasipura (Holé)	28 4 0	... ...	... ...	509 12 0	336 0 0	145 8 0	481 8 0	28 4 0	... ...	8 7 1	7 15 2	
8		Do	Nágamangala	5 11 0	... ...	... ...	311 3 0	288 0 0	17 8 0	305 8 0	5 11 0	... ...	25 7 4	24 15 9	
9		Do	Nuggéhalli	16 9 0	... ...	... ...	304 9 0	288 0 0	 0	288 0 0	16 9 0	... ...	23 1 5	12 5 4	
10		Do	Salakéspura	9 9 0	... ...	... ...	360 7 0	327 0 0	23 14 0	350 14 0	9 9 0	... ...	17 8 8	17 1 0	
			Total	181 15 0	... ...	... ...	3,534 9 3	3,089 8 3	263 2 0	3,352 10 3	181 15 0	... ...			
			Grand Total	601 2 0	... ...	... ...	7,919 14 7	7,015 12 7	303 0 0	7,318 12 7	601 2 0	... ...			

No. (*Continued.*)

1		2		3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12			13		14		15		16		
No.	Districts.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate of Rate of Schooling Fee.	Receipts during the year.										
					Hindu.	Mahomedans.	Others.	Total.			English.	Kannarese.	Hindustani.	Telugu.	Tamil.		From Government.			Proceeds of Endowment.		Local Rate or Assessment.		Subscriptions, Donations, &c.		Fees, Fines, &c.		
		Lower Class (*Continued.*)																									
		Kannarese.																									
																		NAGAR DIVISION.									
1		Taluk School...	Anantapura	1871	35	5	...	40	36		...	40	...	...	...	1 Anna	288	0	0	...		...		...		25	7	0
2		Do ...	Chennagiri	1866	59	1	...	60	57		...	60	...	...	...	do	468	0	0	...		...		...		38	15	0
3		Do ...	Hoshoondúru	1867	79	2	10	91	78		...	91	...	...	...	do	390	0	0	...		...		...		49	1	0
4		Do ...	Nagara ...	1870	39	1	...	40	33		...	40	...	..	..	do	507	0	0	...		...		...		17	4	0
5		Do ...	Nyknatti ...	1860	83	3	1	87	85		...	87	...	...	...	do	433	0	0	...		...		...		56	0	0
6		Do ...	Ságara ...	1865	52	5	3	60	45		...	60	...	...	...	do	492	0	0	...		...		...		30	13	0
7		Do ...	Shikáripura	1857	20	2	...	22	20		...	22	...	...	...	do	532	9	10	...		...		...		19	12	0
8		Do ...	Shimoga ...	1854	70	...	...	70	58		...	70	...	...	...	do	297	0	0	...		...		...		58	3	0
9		Do ...	Soraba ...	1870	52	5	...	57	51		...	57	...	...	...	do	311	12	6	...		...		...		35	15	0
10		Do ...	Tirthahalli	1871	64	1	2	67	61		...	67	...	...	...	do	318	0	0	...		...		...		44	14	0
			Total.....		553	25	16	594	535	44	...	594	...	...	...	do	4,037	6	4	...		...		...		356	4	0
1		Taluk School...	Bánávára...	1866	32	...	...	32	30		...	32	...	...	...	1 Anna	519	0	0	...		...		...		23	1	0
2		Do ...	Birúru ...	1867	48	...	...	48	44		...	48	...	...	...	do	468	0	0	...		...		...		36	14	0
3		Do ...	Chikkamagalúru	1865	31	...	1	32	23		...	32	...	...	...	do	236	12	0	...		...		...		16	2	0
4		Do ...	Kadúru ...	1865	44	...	...	44	39		...	44	...	...	...	do	348	0	0	...		...		...		20	0	0
5		Do ...	Sakrépatna	1869	41	...	...	41	40		...	41	...	...	...	do	336	9	6	...		...		...		27	14	0
6		Do ...	Sringéri ...	1870	53	1	...	54	46		...	54	...	...	...	do	312	0	0	...		...		...		23	1	0
7		Do ...	Tarikere ...	1866	56	1	...	57	56		...	57	...	...	...	do	389	4	0	...		...		...		30	8	3
8		Do ...	Yedahalli ...	1870	29	...	...	29	26		...	29	...	...	...	do	405	8	5	...		...		...		20	10	0
			Total.....		334	2	1	337	304	25	...	337	...	...	...	do	3,015	1	11	...		...		...		197	8	3
1		Taluk School...	Challakere	1870	20	10	...	30	27		...	30	...	...	...	1 Anna	270	12	0	...		...		...		19	13	0
2		Do ...	Chitaldroog	1865	64	5	...	69	16		...	69	...	...	...	do	282	0	0	...		...		...		39	10	0
3		Do ...	Hiriyúru ...	1868	46	5	...	51	15		...	51	...	...	...	do	720	0	0	...		...		...		38	3	0
4		Do ...	Harihára ...	1865	44	23	...	67	63		...	67	...	...	...	do	472	12	0	...		...		...		37	11	0
5		Do ...	Hiriyúru ...	1870	23	1	1	25	22		...	25	...	...	...	do	303	0	0	...		...		...		11	3	0
6		Do ...	Hosadurga	1866	61	15	...	76	74		...	76	...	...	...	do	432	0	0	...		...		...		58	4	0
7		Do ...	Huliyára ...	1869	28	2	...	30	20		...	30	...	...	...	do	288	0	0	...		...		...		18	4	0
8		Do ...	Jagalúru ...	1870	22	1	...	24	18		...	24	...	...	...	do	273	11	7	...		...		...		7	4	0
9		Do ...	Mosakhumbru	1869	35	15	...	50	46		...	50	...	...	...	do	384	0	0	...		...		...		17	9	0
10		Do ...	Pávugada ...	1867	37	3	...	40	39		...	40	...	...	...	do	241	0	0	...		...		...		23	14	0
			Total.....	...	381	80	1	482	423	337	...	482	...	...	...	do	3,767	3	7	...		...		...		271	10	0
			Grand Total.....	...	1,268	107	18	1,393	1,262	1,079	...	1,393	...	...	...	do	10,819	11	10	...		...		...		825	6	3

No. 2

Continued.)

No.	District.	Name of Institution.	Locality.	17 Receipts during the year. (Continued) Sale of Books.	Other Sources.	Total.	18	19	20 Charges during the year. Current.	Extraordinary.	Total.	21	22	23 Difference. Excess of Receipts over Charges.	Excess of Charges over Receipts.	24	25 Annual Cost of educating each Pupil. Total Cost.	26 Cost to Government.	27 Remarks.
		Lower Class (*Continued.*)																	
		Kannarese.																	

No. 2. (Continued.)

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12	13	14	15
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.			
				Hindú.	Mahomedans.	Others.	Total.			English.	Kanarese.	Hindustáni.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.
	Nandidroog Division.																		
1	Hindustáni School	Chikka Ballápura	1871	1	49	...	50	50		...		50	...	...	1 Anna	277 0 0	...	...	...
2	Do	Closepéte	1872	...	53	...	53	50		...		53	...	...	Do	88 12 0	...	...	...
3	Do	Kolár	1865	6	59	...	65	57		...		65	...	...	Do	480 0 0	...	...	...
4	Do	Mullabágalu	1872	...	50	...	50	40		...		50	...	...	Do	90 3 1	...	...	...
5	Do	Sirá	1872	...	17	...	17	15		...		17	...	...	Do	104 6 0	...	...	...
6	Do	Toomkoor	1863	...	59	...	59	54		...		59	...	...	Do	324 0 0	...	...	...
	Ashtagram Division.																		
7	Hindustáni School	Bélúru	1872	2	32	...	34	23		...		34	...	...	Do	92 6 0	...	...	...
8	Do	Maddúru	1872	2	18	...	20	15		...		20	...	...	Do	79 12 0	...	...	...
9	Do	Mysore	1855	...	70	...	70	70		...		70	...	...	Do	370 10 0	...	...	...
	Nagar Division.																		
10	Hindustáni School	Chiklanagalúru	1872	...	43	...	43	36		...		43	...	...	Do	119 2 0	...	...	...
11	Do	Chitaldroog	1868	...	24	...	24	22		...		24	...	...	Do	180 0 0	...	...	...
12	Do	Shimoga	1872	...	49	...	49	45		...		49	...	...	Do	121 4 0	...	...	...
		Total.....		11	523	...	534	477	31	...		534	...	...		2,327 7 1	...	...	...

No. 2. *(Concluded)*

No.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	27
			Receipts during the year. (*Continued.*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Nandidroog Division.													
1	Hindustáni School.	Chikka Ballápura	20 0 0	...	...	297 0 0	264 0 0	13 0 0	277 0 0	20 0 0	...	5 8 7	5 2 2	
2	Do	Closepéte	4 0 0	...	...	92 12 0	85 0 0	3 12 0	88 12 0	4 0 0	...	1 12 4	1 11 1	
3	Do	Kolár	42 11 0	...	...	522 11 0	480 0 0	...	480 0 0	42 11 0	...	8 3 11	7 10 9	
4	Do	Mulabágalu	12 0 0	...	...	102 3 1	90 3 1	...	90 3 1	12 0 0	...	2 4 0	1 12 9	
5	Do	Sirá	...	...	...	104 6 0	95 0 0	9 6 0	104 6 0	...	...	6 15 4	6 15 4	
6	Do	Toomkoor	40 14 0	...	...	364 14 0	324 0 0	...	324 0 0	40 14 0	...	6 0 0	5 0 11	
	Ashtagram Division.													
7	Hindustáni School	Bélúru	7 3 0	...	...	99 9 0	75 0 0	17 6 0	92 6 0	7 3 0	...	4 0 3	3 11 3	
8	Do	Maddúru	3 5 0	...	...	83 1 0	75 0 0	4 12 0	79 12 0	3 5 0	...	5 3 0	5 1 6	
9	Do	Mysore	37 10 6	...	...	408 4 6	360 0 0	10 10 0	370 10 0	37 10 6	...	5 4 8	4 12 1	
	Nagar Division.													
10	Hindustáni School	Chikkamagalúru	3 5 0	...	...	122 7 0	100 0 0	19 2 0	119 2 0	3 5 0	...	3 4 11	3 3 5	
11	Do	Chitaldroog	20 10 0	...	...	200 10 0	180 0 0	...	180 0 0	20 10 0	...	8 2 10	7 3 7	
12	Do	Shimoga	7 5 0	...	...	128 9 0	100 0 0	21 4 0	121 4 0	7 5 0	...	2 11 1	2 8 6	
		Total.....	168 15 6	...	...	2,526 6 7	2,228 3 1	99 4 0	2,327 7 1	198 15 6	...			

Office of the Director of Public Instruction,
Bangalore, 17th July 1873.

L. RICE,
Offg. Director of Public Instruction.

No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1	2	3	4	5	6	7	8	9
No.	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
				Hindús.	Mahomedans.	Others.	Total.		
1	Hindu Girls' School ...	Bangalore ...	1858	50	...	...	50	42	40
2	Do " " ...	Chittúrooti ...	1868	33	...	...	33	25	25
3	Do " " ...	Chenpéte	1872	30	...	...	30	28	24
4	Do " " ...	Hassan	1869	21	...	...	21	15	15
5	Do " " ...	Mágadi	1869	25	...	...	25	21	20
6	Do " " ...	Sankapura... ...	1867	31	...	...	31	28	25
7	Do " " ...	Sidlaghatta ...	1872	31	...	...	31	28	23
8	Do " " ...	Srinivásapura ...	1868	17	4	...	21	20	20
		Total.....		238	4	...	242	209	192

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1	Hindustáni Normal School...	Bangalore ...	1869	...	35	...	35	27	21
2	Hóbli Normal School ...	Nandidroog Division ...	1868	6	...	...	6	6	6
3	Do do ...	Ashtagrom do ...	1868	16	...	...	16	16	16
4	Do do ...	Nagar do ...	1868	14	...	...	14	14	14
5	Engineering Class ...	High School, Bangalore.	1860	5	...	7	12	12	10
6	Do do ...	Dist. School, Tumkoor..	1872	12	...	1	13	13	12
		Total.....		53	35	8	96	88	79

3.

GENERAL EDUCATION.

GIRLS' SCHOOLS.

ending 31*st March* 1873.

10 A	10 B	10 C	10 D	10 E	11	12		13		14		15	
Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.							
English.	Kanarese.	Hindustáni.	Telugu.	Tamil.		From Government.		Proceeds of Endowments.		Local Rate or Assessment.		Subscription, Donation, &c.	
...	50	...	...	...	1 Anna	678	8 0	...	...	...	...	...	...
...	...	...	33	...	do	288	0 0	...	...	...	...	...	...
...	30	...	...	...	do	306	0 0	...	...	...	...	...	...
...	21	...	...	...	do	387	0 0	...	...	...	...	...	...
...	25	...	...	...	do	301	0 0	...	...	...	...	...	...
...	31	...	...	...	do	300	0 0	...	...	...	...	...	...
...	16	...	15	...	do	324	0 0	...	...	...	...	...	...
...	21	...	...	...	do	291	0 0	...	...	...	...	...	...
...	194	...	48	...		2,877	8 0	...	...	...	...	...	...

SPECIAL EDUCATION.

SCHOOLS.

31*st March* 1873.

...	...	33	...	...	...	1,986	8 8	...	...	...	...	...	...
...	...	...	...	...	...	...	0 0	...	...	314	13 4	...	...
...	...	...	...	...	...	...	0 0	...	...	1,161	6 9	...	...
...	...	...	...	...	...	...	0 0	...	...	765	12 3	...	...
12	...	...	...	...	Rs. 1—8—0	798	0 0	...	...	...	...	...	...
13	...	...	...	...	...	88	0 0	...	...	...	...	...	...
25	...	33	...	...		3,872	8 8	...	...	2,242	3 4	...	...

No. 3.

No.	Name of Institution.	Locality.	16	17	18	19
			Receipts during the year. (*Continued.*)			
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1	Hindu Girls' School ...	Bangalore ...	17 3 0	...	...	695 11 0
2	Do " " ...	Chintámani ...	...	...	...	288 0 0
3	Do " " ...	Closepète ...	...	...	...	308 0 0
4	Do " " ...	Hassan ...	...	...	...	387 0 0
5	Do " " ...	Mágadi ...	...	...	...	301 0 0
6	Do " " ...	Sarjápura ...	...	...	...	300 0 0
7	Do " " ...	Sidlaghatta ...	...	...	...	324 0 0
8	Do " " ...	Srinivásapura ...	...	...	...	291 0 0
		Total	17 3 0	...	...	2,894 11 0

Government

1	Hindustáni Normal School ...	Bangalore ...	...	...	...	1,986 8 8
2	Hóbli Normal School ...	Nandidroog Division ...	...	...	...	514 13 4
3	Do do ...	Ashtagram do ...	...	...	...	1,161 9 9
4	Do do ...	Nagar do ...	...	...	...	765 12 3
5	Engineering Class ...	High School, Bangalore.	177 0 0	...	...	975 0 0
6	Do do ...	Dist. School, Toomkoor.	...	...	...	88 0 0
		Total	177 0 0	...	...	5,491 12 0

Office of the Director of Public Instruction,
Bangalore, 17*th July* 1873.

(*Continued.*)

20	21	22	23	24	25	26	Remarks.
Charges during the year.			Difference.		Annual Cost of educating each Pupil.		
Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
670 0 0	8 8 0	678 8 0	17 3 0	...	16 2 5	15 11 11	
288 0 0	...	288 0 0	...	...	10 10 8	10 10 8	
308 0 0	...	308 0 0	...	...	11 0 0	11 0 0	
387 0 0	...	387 0 0	...	...	25 12 9	25 12 9	
276 0 0	25 ...	301 0 0	...	...	14 5 4	14 5 4	
300 0 0	...	300 0 0	...	...	10 11 5	10 11 5	
324 0 0	...	324 0 0	...	...	11 9 1	11 9 1	
291 0 0	...	291 0 0	...	...	1 4 8	14 8 9	
2,844 0 0	33 8 0	2,877 8 0	17 3 0	...			

Schools. (*Continued.*)

1,943	14	8	42	10	0	1,986	8	8	...	...	...	73	9	2	73	9	2
485	15	14	28	4	0	514	13	4	...	...	...	85	12	10	...	...	...
1,116	9	9	45	0	0	1,161	9	9	...	...	...	72	9	7	...	...	...
711	5	9	54	6	6	765	12	3	...	...	...	54	11	1	...	...	...
798	0	0	...	...	...	798	...	...	177	0	0	...	...	...	...	...	...
88	0	0	...	...	...	88	...	...	...	...	...	66	8	0	51	12	0
												7	5	4	7	5	4
5,143	15	6	170	14	6	5,314	12	0	177	0	0	...	...	...			

L. RICE,
Offg. Director of Public Instruction.

No. 4.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT HOBLI SCHOOLS.

Annual Return for the year ending 31st March 1872—73.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hobli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
BANGALORE DISTRICT.													
1	Anekallu	Anekallu	Vanakanhalli	1st July 1871	19	...	...	19	17	19	...	84	0 0
2		Attibele	Attibele	14th May 1869	37	1	...	38	23	38	...	144	0 0
3		Jigani	Jigane	1st September 1870	13	...	...	13	8	13	...	84	0 0
4		Háragadde	Indlavádi	do	10	...	...	10	9	10	...	84	0 0
5		Iggalúru	Tátanahalli	8th September 1870	15	...	...	15	10	15	...	84	0 0
6	Bangalore	Agara	Agra	3rd October 1869	23	1	...	24	20	24	...	84	0 0
7		Halasúru	Bannamangala	13th July 1871	18	...	...	18	14	18	...	84	0 0
8		Krishnarájapura	Krishnarájapura	17th May	23	...	...	23	20	23	...	84	0 0
9		Yesavanchapura	Hebbála	14th Oct. 1869	15	5	...	20	17	20	...	84	0 0
10		Yelahanka	Bánávára	29th Sept. 1869	13	...	...	13	9	13	...	84	0 0
11	Channapatna	Channapatna	Tittunárnahalli	6th April 1870	8	...	...	8	8	8	...	84	0 0
12		Honganúru	Honganúru	12th Sept. 1870	13	...	...	13	9	13	...	84	0 0
13		Melúru	Bánavra	22nd August 1870	22	...	...	22	14	22	...	84	0 0
14		Mattigadde	Mankunda	25th Feb. 1871	17	1	...	18	10	18	...	84	0 0
15		Virupákshipura	Atkúru	22nd Feb. 1871	15	...	...	15	9	15	...	84	0 0
16	Closepète	Bhairamangala	Biramangala	27th Feb. 1871	17	...	...	17	12	17	...	84	0 0
17		Closepète	Suggenhalli	do	22	...	...	22	17	22	...	84	0 0
18		Kúnagalla	Banagugge	28th Feb. 1871	6	...	...	6	6	6	...	84	0 0
19		Mákali	Vasúra	13th May 1869	24	5	...	29	24	29	...	84	0 0
20	Dévanahalli	Bádigere	Bádigere	14th May 1869	39	4	...	43	38	43	...	144	0 0
21		Chennaráyapatna	Chennaráyapatna	29th May 1869	13	...	...	13	9	13	...	84	0 0
22		Dévanahalli	Kannamangala	1st Sept. 1870	12	...	...	12	9	12	...	63	0 0
23		Jála	Bettalakerúru	18th May 1869	31	...	...	31	25	31	...	84	0 0
24		Janganakóte	Janganakóte	15th May 1869	47	1	...	48	40	48	...	84	0 0
25		Kallahalli	Kyálanúru	do	24	...	...	24	20	24	...	84	0 0
26		Kusalána	Bírasandra	14th May 1869	14	...	...	14	10	14	...	84	0 0
27		Vadigénahalli	Mélúru	22nd May 1869	32	1	...	33	25	33	...	84	0 0
28	Doddá Ballápura	Doddá Ballápura	Arahumalige	24th Feb. 1871	15	...	...	15	12	15	...	84	0 0
29		Hulikunte	Hulikunta	20th May 1869	14	...	...	14	10	14	...	84	0 0
30		Honnávára	Honnávára	11th April 1870	11	...	...	11	9	11	...	82	3 1
31		Kákólu	Hanévúra	1st June 1870	13	2	...	15	12	15	...	84	0 0
32		Kódihalli	Márasandra	1st Oct. 1869	17	...	...	17	12	17	...	84	0 0
33		Rájagatta	Melekóte	17th May 1869	16	...	...	16	12	16	...	84	0 0
34		Túbagere	Kódúru	6th Oct. 1869	16	...	...	16	12	16	...	84	0 0
35		Tippúru	Hanabé	do	25	5	...	30	25	30	...	84	0 0
36	Hosakóte	Gubbi	Bidarahalli	15th May 1869	24	...	...	24	13	24	...	63	0 0
37		Hosakóte	Lakondahalli	1st Nov. 1869	29	...	...	29	20	29	...	84	0 0
38		Hullúru	Távarékere	15th May 1869	23	...	...	23	18	23	...	84	0 0
39		Kádugódi	Kádugódi	17th May 1869	17	3	...	20	16	20	...	84	0 0
40		Nanlagudi	Hidiguválu	8th Oct. 1869	25	5	...	30	25	30	...	84	0 0
41		Sóbbele	Súbbele	17th May 1869	35	6	...	41	30	41	...	84	0 0
42		Vágatta	Vágatta	15th May 1869	30	2	...	32	25	32	...	84	0 0
43	Kánakánahalli	Háróhalli	Háróhalli	27th Feb. 1871	42	3	...	45	32	45	...	84	0 0
44		Kánakánahalli	Bádiguppe	12th March 1871	18	...	...	18	15	18	...	84	0 0
45		Kóthalli	Kóthalli	5th July 1871	18	3	..	21	14	21	...	84	0 0
46		Maralavádi	Maralavádi	27th June 1871	45	...	...	45	30	45	...	84	0 0
47		Santémuduvádi	Chikkamuduvádi	2nd March 1871	16	...	...	16	13	16	...	84	0 0
48		Sómanahalli	Sómanahalli	7th July 1871	21	1	...	22	15	22	...	84	0 0
49		Tungáni	Tungáni	27th Feb. 1871	19	1	...	20	6	20	...	84	0 0
50		Vuyamballi	Alahalli	20th Sept. 1871	20	...	...	20	16	20	...	84	0 0

No. 4 (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Bangalore District (*Continued.*)													
51	Kengéri	Bidadi	Bidadi ...	10th Feb. 1871 ...	49	...	...	49	41	49	...	84 0 0	
52		Kengéri	Chikkanahalli ...	16th May 1869 ...	26	...	...	26	17	26	...	84 0 0	
53		Kengéri	Uttarahalli ...	16th Dec. 1870 ...	13	...	...	13	10	10	...	84 0 0	
54		Távarékere	Távarékere ...	15th May 1869 ...	16	4	...	20	12	20	...	84 0 0	
55	Mágadi	Gudémáranahalli	Mótegondanahalli ...	22nd August 1870.	30	..	...	30	25	30	...	84 0 0	
56		Hulikallu	Hulikallu ...	18th Oct. 1870 ...	17	...	...	17	12	17	...	84 0 0	
57		Kudúru	Kudúru ...	1st Oct. 1869 ...	48	1	...	49	34	49	...	84 0 0	
58		Máchábállu	Máchábállu ...	3rd July 1871 ...	21	...	..	21	17	21	...	84 0 0	
59		Mágadi	Tirumale ...	3rd June 1871 ...	38	...	...	38	25	38	...	84 0 0	
60		Námasandra	Námasandra ...	3rd July 1871 ...	26	...	...	26	25	26	...	84 0 0	
61		Sóbúru	Sóbúru ...	1st Sept. 1870 ...	40	9	...	49	36	49	...	84 0 0	
62		Sátanúru	Káliya ...	14th April 1871...	15	...	...	15	15	15	...	84 0 0	
63		Tippasandra	Tippasandra ...	29th June 1871 ...	31	1	...	32	22	32	...	84 0 0	
64	Nelamangala	Bégúru	Bégúru ...	15th Sept. 1869 ...	14	...	...	14	12	14	...	84 0 0	
65		Doddabele	Doddabelo ...	29th Sept. 1869 ...	49	1	...	50	46	50	...	84 0 0	
66		Maíhanahalli	Maíhanhalli ...	15th May 1869 ...	10	...	...	10	5	10	...	84 0 0	
67		Nelamangala	Alúru ...	28th Sept. 1870 ...	20	...	...	20	13	20	...	84 0 0	
68		Nijagallu	Yelékyátanahalli ...	28th Oct. 1870 ...	19	...	...	19	18	19	...	84 0 0	
69		Sondékoppa	Sondékoppa ...	27th Oct. 1870 ...	32	...	...	32	24	32	...	77 0 0	
70		Tyámagondlu	Tyámagondlu ...	17th May 1869 ...	71	1	...	72	65	72	...	84 0 0	
71	Sarjápura	Bégúru...	Bégúru ...	13th May 1869 ...	22	1	...	23	21	23	...	84 0 0	
72		Bidaraguppe	Husagúru ...	25th Oct. 1870 ...	17	1	...	18	16	18	...	84 0 0	
73		Mugalúru	Mugalúru ...	10th April 1870 ...	13	1	...	14	10	14	...	84 0 0	
74		Sarjápura	Dommasandra ...	1st Sept. 1870 ...	31	5	...	36	22	36	...	84 0 0	
75		Varatúru	Gunjúru ...	9th April 1870 ...	38	1	...	39	28	39	...	84 0 0	
				Total...	1,737	76	...	1,833	1,391	1,833	...	6,369 3 1	
Kolar District.													
1	Ambájidurga	Ambájidurga	Konnapalli ...	27th April 1869 ...	15	1	...	16	14	13	3	84 0 0	
2		Chintámani	Ganagúru ...	1st March 1869 ...	27	...	...	27	16	22	5	84 0 0	
3		Iragampalli	Iragampalli ...	10th May 1869 ...	24	1	...	25	17	25	...	84 0 0	
4		Kalvára	Kalvára ...	15th Feb. 1869 ...	15	13	...	28	20	25	3	84 0 0	
5		Kurabúru	Kurabúru ...	18th Feb. 1869 ...	6	...	...	6	4	6	...	84 0 0	
6		Muraganale	Hebburi ...	12th May 1869 ...	25	...	...	25	20	9	16	84 0 0	
7	Bétmangala	Bétmangala ...	Fétmangala ...	7th May 1869 ...	20	3	...	23	19	23	...	84 0 0	
8		Bédihóte ...	Bédihóte ...	1st May 1869 ...	23	...	...	23	20	23	...	80 8 0	
9		Dásarahosahalli	Dásarahosahalli ...	5th Feb. 1869 ...	5	...	...	5	5	5	...	84 0 0	
10		Hulibele	Koppa ...	12th Feb. 1869 ...	12	...	...	12	10	12	...	84 0 0	
11		Kámasandra	Kámasandra ...	10th Sept. 1869 ...	15	...	...	15	12	15	...	84 0 0	
12		Kyásamballi	Kammúru ...	5th Feb. 1869 ...	12	...	...	12	9	12	...	82 2 0	
13		Rámaságara	Sundarapálya ...	8th Oct. 1869 ...	15	...	...	15	12	15	...	84 0 0	
14		Sálikunte	Sálikunte ...	10th May 1869 ...	9	5	1	15	13	15	...	81 11 11	
15		Táyalúru	Táyalúru ...	17th Feb. 1869 ...	20	...	...	20	15	20	...	84 0 0	
16	Chikka Ballápura ...	Avati	Avati ...	19th Feb. 1869 ...	35	...	...	35	24	35	...	84 0 0	
17		Chikka Ballápura	Kalavára ...	20th June 1871 ...	16	2	...	18	15	15	3	84 0 0	
18		Manchanabele	Manchanabele ...	1'th May 1869 ...	34	2	...	36	26	36	...	77 0 0	
19		Manchénahalli	Manchénahalli ...	6th April 1870 ...	42	2	4	48	34	48	...	84 0 0	
20		Nandi	Nandi ...	16th Feb. 1869 ...	17	4	2	23	19	20	3	84 0 0	
21		Periyasandra	Periyasandra ...	13th July 1871 ...	20	8	..	28	20	28	...	84 0 0	
22		Púrnaságara	Gollavárahalli ...	do	16	...	...	16	12	16	...	84 0 0	

No. 4 (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	District.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
						Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
23	Kolar District. (*Continued.*)	Gôrîkânâmâru ...	Bommasandra ...	Kenkeri ...	11th May 1871 ...	10	...	...	10	10	10	...	77	0 0
24			Gôrîkânâmâru ...	Hunisénahalli ...	19th June 1871 ...	24	...	...	24	18	24	...	84	0 0
25			Hosûru ...	Hosûru ...	22nd March 1870 ...	27	1	...	28	26	28	...	84	0 0
26			Tondéblâvi ...	Tondéblâvi ...	3rd March 1871 ...	10	2	...	12	9	12	...	84	0 0
27			Varavani ...	Mâvinakâyîhalli ...	15th Sept. 1870 ...	15	...	...	15	12	15	...	84	0 0
28		Gudîbanda ...	Dâdinâyakanapâlya ...	Dadinâyakanapâlya ...	13th April 1870 ...	34	1	...	35	25	35	...	84	0 0
29			Gudîbanda ...	Hanapasandra ...	15th Feb. 1869 ...	30	...	...	30	26	20	10	84	0 0
30			Mandîkalla ...	Mandîkalla ...	15th March 1870 ...	30	2	...	32	25	32	...	84	0 0
31			Nâgaragere ...	Nâgaragere ...	22nd Feb. 1871 ...	25	...	...	25	20	25	...	84	0 0
32			Nânagoudlu ...	Udnagoudlu ...	15th Nov. 1870 ...	18	...	...	18	15	18	..	84	0 0
33			Sônénahalli ...	Sônénahalli ...	13th May 1869 ...	19	...	...	19	16	17	2	84	0 0
34		Gânanâyakanapâlya ...	Pâgénahalli ...	Pâlavédîpalli ...	21st June 1871 ...	10	1	...	11	8	11	...	84	0 0
35			Billûru ...	Madâpalli ..	12th Sept. 1870 ...	14	...	...	14	10	14	...	84	0 0
36			Châkavêlu ...	Pulimallu ...	9th April 1870 ...	20	...	...	20	16	10	10	84	0 0
37			Chéldûru ..	Chéldûru ...	8th Oct. 1869 ...	17	...	...	17	15	3	14	84	0 0
38			Gûlûru ...	Gûlûru ...	18th May 1870 ...	24	...	...	24	20	4	20	84	0 0
39			Mittémari ...	Mittémari ...	1st Octo. 1869 ...	46	...	...	46	35	46	...	144	0 0
40			Pâtapâlya ...	Pâtapâlya ...	1st Sept. 1870 ...	25	2	3	30	20	28	2	84	0 0
41			Yellampalli ...	Yellampalli ...	1st April 1870 ...	25	...	...	25	15	10	...	73	8 0
42		Kolâr ...	Harati ...	Chinnarahalli ...	19th May 1869 ...	18	...	...	18	12	18	...	84	0 0
43			Hôlûru ...	Hôlûru ...	12th Feb. 1869 ...	12	...	...	12	9	12	...	77	0 0
44			Kolâr ...	Begalêhosahalli ...	12th Oct. 1869 ...	17	...	...	17	12	17	...	84	0 0
45			Muduvâdi ...	Muduvâdi ...	10th May 1869 ...	6	...	...	6	5	6	...	77	0 0
46			Sugatûru ...	Sugatûru ...	10th Feb. 1869 ...	14	...	...	14	10	14	...	84	0 0
47			Vakkalêri ...	Vakkalêri ...	7th May 1869 ...	30	5	...	35	25	22	13	84	0 0
48			Vênagallu ...	Belémâranahalli ...	do	12	...	...	12	9	12	...	78	12 10
49			Uttûru ...	Dêvarâyasandra ...	10th Feb. 1869 ...	32	...	...	32	25	32	...	84	0 0
50		Mâlûru ...	Kudiyanûru ...	Kudiyanûru ...	7th May 1869 ...	28	1	...	29	25	29	...	84	0 0
51			Lakkûru ...	Lakkûru ...	10th Feb. 1869 ...	35	5	...	40	35	40	...	84	0 0
52			Mâlûru ...	Toranahalli ...	10th May 1869 ...	29	...	...	29	25	29	...	84	0 0
53			Mâsti ...	Mâsti ...	22nd April 1869 ...	28	...	...	28	20	28	...	84	0 0
54			Narasâpura ...	Sivarapatna ...	17th May 1869 ...	21	4	...	25	20	25	...	84	0 0
55			Têkallu ...	Nâkuramangla ...	10th May 1869 ...	17	...	...	17	12	17	...	84	0 0
56			Ullêrenahalli ...	Ullêrenahalli ...	5th Feb. 1869 ...	10	5	...	15	13	15	...	84	0 0
57		Mulubâgalu ...	Avani ...	Kottamangla ...	5th Oct. 1869 ...	6	3	...	9	9	9	...	84	0 0
58			Bairakûru ...	Gudîpalli ...	1st April 1869 ...	15	3	...	18	15	18	...	84	0 0
59			Doggasandra ...	Agara ...	12th Feb. 1869 ...	19	3	...	22	15	22	...	84	0 0
60			Mulubâgalu ...	Kappalumalagu ...	9th April 1870 ...	13	2	...	15	12	15	...	84	0 0
61			Mallinâyakanahalli ...	Lêpalli ...	15th April 1870 ...	15	...	...	15	11	15	...	84	0 0
62			Nangali ...	Nangali ...	15th Feb. 1870 ...	24	1	...	25	19	25	...	84	0 0
63			Vattanûru ...	Muniyanûru ...	1st May 1869 ...	25	...	...	25	20	25	...	84	0 0
64		Sidlaghatta ...	Basettahalli ...	Têkahalli ...	15th Sept. 1869 ...	20	...	...	20	15	20	...	84	0 0
65			Bettarahalli ...	Bettarahalli ...	26th June 1871 ...	20	...	...	20	16	20	...	84	0 0
66			Chilakalanêrpu ...	Boralagunte ...	15th Feb. 1869 ...	25	3	...	28	16	8	20	84	0 0
67			Ganjigunte ...	Nandanahosahalli ...	28th March 1870	25	...	...	25	14	25	...	84	0 0
68			Koralapête ...	Pâpatimmanahalli	19th August 1869	13	...	...	13	10	4	9	84	0 0
69			Mâlûru ...	Kunalagurike ...	27th Nov. 1870 ...	5	...	...	5	4	4	1	81	10 8
70			Munganahalli ...	Munganahalli ..	15th Sept. 1869 ...	10	2	...	12	10	6	6	84	0 0
71			Satali ...	Timmasandra ...	26th Oct. 1870 ...	17	1	...	18	16	18	...	84	0 0
72			Sidlaghatta ...	Abbalûdu ...	30th Dec. 1871 ...	39	...	...	39	22	39	...	84	0 0

No 4

(Continued.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	District.	Taluk.	Hôbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.		Remarks.
						Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.			
73	Tookoor District. (Cont.)	Sriuvâspura	Adgalla	Adagalla	15th Sept. 1869	18	4	...	22	15	11	11	84	0	0
74			Dalasanûru	Dalasanûru	8th May 1869	22	4	...	26	24	22	4	84	0	0
75			Nambihalli	Nambihalli	12th February 1872	15	3	..	18	17	5	13	84	0	0
76			Nelavanki	Patâkôte	8th October 1869	16	2	...	18	15	12	6	84	0	0
77			Hâyalpâdu	Hâyalapâdu	15th August 1870	22	...	...	22	18	8	14	84	0	0
78			Bôrûru	Bôrûru	8th October 1869	15	2	...	17	13	17	...	84	0	0
79			Sônayâjulapalli	Sônayâjulapalli	8th May 1869	16	...	...	16	15	5	11	84	0	0
80			Srînivâspura	Nagadênahalli	1st November 1869	22	...	..	22	16	4	18	84	0	0
81			Yalsdûru	Yalsdûru	12th February 1872	21	3	...	24	21	24	...	84	0	0
						1,623	106	10	1,739	1,547	1,512	227	6,811	5	5
1		Chikkanâyakanahalli	Chikkanâyakanahalli	Settikere	1st March 1871	15	...	...	15	15	15	...	7	0	0
2			Hâgalavâdi	Hâgalavâdi	1st March 1869	57	6	...	63	50	63	...	144	0	0
3			Kôlênahalli	Gôlâkere	1st March 1872	21	...	...	21	18	21	...	7	0	0
4			Nittûru	Mâganâyakanakôte	do	26	...	...	26	20	26	...	7	0	0
5		Honnavalli	Hâlkurke	Sârntavalli	do	19	...	...	19	19	19	...	7	0	0
6			Handalagere	Handalagere	do	20	...	...	20	19	20	...	7	0	0
7			Honnavalli	Balasêralu	do	20	...	...	20	18	20	...	7	0	0
8			Tiptûru	Mâdihalli	17th May 1869	28	...	...	28	23	28	...	82	8	3
9		Hulliyûrdurga	Amurstûru	Amurstûru	1st March 1872	20	...	...	20	20	20	...	7	0	0
10			Pêdarahalli	Dêdarahalli	do	15	...	...	15	15	15	...	7	0	0
11			Huliyûrdurga	Mâvattûru	1st September 1870	16	...	...	16	14	16	...	84	0	0
12			Hutrîdurga	Yalayûru	do	28	...	...	28	27	28	...	84	0	0
13			Koppa	Koppa	1st March 1872	20	...	...	20	20	20	...	7	0	0
14		Kadaba	Gubbi	Ariyûru	do	18	2	...	20	18	20	...	84	0	0
15			Kadaba	Koppa	do	6	...	...	6	6	6	...	7	0	0
16			Kallûru	Sampige	1st September 1870	15	..	...	15	14	15	...	73	8	6
17			Mâyasandra	Mâyasandra	do	19	3	...	22	20	22	...	84	0	0
18		Koratagere	Chennarâyadurga	Beladâra	1st February 1871	27	3	...	30	25	30	...	84	0	0
19			Holavanahalli	Holavanahalli	1st September 1870	67	...	...	67	40	67	...	84	0	0
20			Kôlâla	Kôlâla	do	29	1	...	30	25	30	...	77	0	0
21			Koratagere	Vadagere	1st March 1872	20	...	...	20	16	20	...	7	0	0
22			Taradâlu	Taradâlu	1st September 1870	54	6	...	60	40	60	...	84	0	0
23			Tottikere	Tottikere	do	42	...	...	42	28	42	...	84	0	0
24			Tôvinakere	Tôvinakere	1st February 1871	8	...	...	8	7	8	...	84	0	0
25		Kunigallu	Chittanahalli	Chittanahalli	do	35	5	...	40	35	40	...	84	0	0
26			Hebbûru	Tarûru	1st September 1870	17	...	...	17	16	17	...	84	0	0
27			Kottikere	Kottikere	1st April 1871	18	...	...	18	17	18	...	84	0	0
28			Kunigallu	Herûru	1st September 1870	19	...	...	19	16	19	...	84	0	0
29			Yadayûru	Yadayûru	1st March 1869	29	3	...	32	28	32	...	84	0	0
30		Maddagiri	Havêli	Ganjalgunte	17th May 1869	25	...	...	25	25	25	...	84	0	0
31			Doddêri	Doddêri	1st March 1870	27	...	...	27	22	27	...	84	0	0
32			Hanapasandra	Idagûru	1st February 1872	25	...	...	25	24	25	...	84	0	0
33			Ittigadibanahalli	Ittigadibanahalli	15th May 1869	31	...	...	31	27	31	...	84	0	0
34			Kodigéhalli	Kodigéhalli	1st September 1870	27	9	...	36	30	36	...	84	0	0
35			Midagési	Bedattûru	1st February 1871	13	...	...	13	12	13	...	84	0	0
36			Puravara	Puravara	17th May 1869	30	2	...	32	31	32	...	84	0	0
37			Rantava'alu	Rantavalalu	1st March 1872	14	...	...	14	13	14	...	7	0	0
38			Tariyûru	Kadagattûru	1st August 1871	20	5	...	25	24	25	...	56	0	0

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Talook.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Toomkoor District. (*Contd.*)													
39	Sirá	Agrahára	Kuntégoudanahalli ...	1st March 1869 ...	23	...	...	23	18	23	...	81 14 4	
40		Baragúru	Madalúru	1st March 1872 ...	19	...	...	19	16	19	...	7 0 0	
41		Bukkapatna	Kurihalli	1st Sept. 1870 ...	20	...	...	20	12	20	...	84 0 0	
42		Hulikunte	Changvára	17th April 1870 ...	27	...	...	27	20	27	...	84 0 0	
43		Kallambelle	Chikkanáyakanahalli ...	18th May 1869 ...	47	2	...	49	43	49	...	139 0 0	
44		Nadúru	Hosúru	1st February 1869.	37	3	...	40	30	40	...	144 0 0	
45		Sirá	Gúla	1st February 1871.	27	...	...	27	24	27	...	84 0 0	
46	Toomkoor	Bellávi	Bellávi	17th May 1869 ...	46	4	...	50	34	50	...	144 0 0	
47		Chelúru	Bidare	1st April 1870 ...	28	...	...	28	25	28	...	84 0 0	
48		Dévaráyadurga	Vuradagere	6th May 1869 ...	27	2	...	29	25	29	...	84 0 0	
49		Gúlúru	Kaddála	15th May 1869 ...	16	...	...	15	15	16	...	84 0 0	
50		Honnudike	Honnudike	19th May 1869 ...	37	...	...	37	35	37	...	84 0 0	
51		Kóra	Kestúru	1st March 1869 ...	36	1	...	37	30	37	...	84 0 0	
52		Toomkoor	Arikere	6th May 1869 ...	22	..	...	22	16	22	...	84 0 0	
53	Turivékere	Dabbéghatta	Dabbéghatta	1st March 1872 ...	20	...	...	20	18	20	...	7 0 0	
54		Dandinasivara	Dandinasivara	9th May 1869 ...	28	3	...	31	28	31	...	84 0 0	
55		Ichanúru	Ichanúru	do	24	...	...	24	20	24	...	84 0 0	
56		Nonavinakere	Nonavinakere	1st March 1870 ...	32	...	...	32	27	32	...	84 0 0	
57		Turivékere	Muniyúru	do	18	...	...	18	15	18	...	84 0 0	
					1,474	60	...	1,534	1,288	1,534	...	3,905 6 7	
Mysore District.													
1	Ashtagram	Arakere	Arakere	11th June 1869 ...	8	4	...	12	10	12	...	77 0 0	
2		Banúru	Banúru	10th May 1869 ...	19	...	...	19	10	19	...	42 0 0	
3		Belagola	Hosahalli	1st February 1872.	6	5	...	11	3	11	...	84 0 0	
4		Bévinahalli	Kalakuni	25th August 1871.	8	7	...	15	6	15	...	84 0 0	
5		Chendagallu	Nágasahalli	15th Feb. 1871 ...	15	...	...	15	12	15	...	84 0 0	
6		Harave	Harave	22nd May 1869 ...	18	1	...	19	15	19	...	84 0 0	
7		Kyátanahalli	Kyátanahalli	2nd March 1869 ...	33	2	...	35	28	35	...	84 0 0	
8		Kúra	Gavádi	10th July 1869 ...	59	1	...	60	42	60	...	144 0 0	
9		Kirangúru	Hiróde	25th October 1869.	32	1	...	33	21	33	...	84 0 0	
10		Pálhalli	Pálhalli	13th May 1869 ...	27	2	1	30	25	30	...	81 1 0	
11		Shethalli	Shethalli	4th January 1871.	5	...	...	5	3	5	..	84 0 0	
12		Tirumalaságara	Lakshmiságara	26th Nov. 1869 ...	16	1	...	17	15	17	..	84 0 0	
13	Chámarájanagara ...	Alúru	Honnúr	11th March 1870...	13	...	...	13	8	13	...	84 0 0	
14		Byádarapura	Bendravádi	26th Feb. 1872 ...	25	...	...	25	12	25	...	84 0 0	
15		Chámarájanagam	Rámasamudra	13th May 1869 ...	27	...	...	27	20	27	...	84 0 0	
16		Dásanúru	Kariya	2nd March 1870 ...	2	...	...	2	1	2	...	70 0 0	
17		Dévanúru	Tagadúru	4th October 1870...	55	...	...	55	37	55	...	84 0 0	
18		Haralahalli	Haradavalalli	21st May 1869 ...	23	5	...	28	15	28	...	84 0 0	
19		Honganúru	Honganúru	25th May 1870 ...	13	...	...	13	8	13	...	84 0 0	
20		Kágalvádi	Kágalvádi	25th Feb. 1869 ...	26	...	...	26	19	26	...	84 0 0	
21		Kotinlvádi	Katnavádi	25th Dec. 1870 ...	2	...	...	2	2	2	...	80 4 0	
22		Santémárahalli	Kuléru	13th May 1869 ...	32	...	...	32	26	32	...	84 0 0	
23		Unmattúru	Unmattúru	6th February 1871.	20	...	...	20	15	20	...	84 0 0	
24		Uyamballi	Harave	5th July 1871 ...	25	...	...	25	20	25	...	84 0 0	
25	Gundlupéte	Gundlu	Kalahalli	21st August 1871.	2	...	...	2	2	2	...	84 0 0	
26		Hangala	Hangala	8th February 1872.	21	...	...	21	15	21	...	84 0 0	
27		Kelasúru	Sómahalli	21st Fugust 1871...	8	...	...	8	6	8	...	84 0 0	

No. 4.

(*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Talook.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
MYSORE DISTRICT. (*Continued.*)													
28	Gundlupéte (*Continued.*)	Kútanúru	Baraga	30th January 1872	14	...	...	14	5	14	...	84	0 0
29		Rágháyapura	Rágháyapura	10th February 1872	9	...	...	9	7	9	...	84	0 0
30		Tirukaniámbi	Tirukaniámbi	13th May 1869	43	...	...	43	37	43	...	84	0 0
31	Heggadadévanakóte	Antarsante	Jódinórale	22nd Feb. 1869	24	...	...	24	16	24	...	84	0 0
32		Heggadadévanakóte	Heggadadévanakóte	11th July 1871	12	...	...	12	5	12	...	84	0 0
33		Jinnahalli	Hampápura	25th August 1871.	21	...	...	21	14	21	...	71	10 2
34		Nemmanahalli	Saggere	27th January 1872.	21	...	...	21	16	21	...	84	0 0
35		Saragúru	Bekatúru	23rd July 1871	29	...	...	29	20	29	...	84	0 0
36	Mysore	Anandúru	Anandúru	16th Sept. 1871	10	...	...	10	2	10	...	84	0 0
37		Kudlahalli	Sólépura	20th Dec. 1869	22	...	...	22	8	22	...	84	0 0
38		Lingámbudi	Kanégundaraloppelu	18th May 1869	32	1	...	33	28	33	...	84	0 0
39		Mysore	Baduvanahalli	3rd March 1870	24	...	...	24	15	24	...	84	0 0
40		Navásahar	Nágasahalli	24th July 1871	15	...	...	15	7	15	...	84	0 0
41		Sindhuvalli	Sindhuvalli	23rd Feb. 1870	10	...	...	10	6	10	...	64	13 10
42		Varakódu	Varakóda	1st July 1871	40	...	...	40	16	40	...	84	0 0
43		Yelwál	Yelwál	31st Dec. 1869	24	2	...	26	14	26	...	84	0 0
44	Makkúru	Ane	Basagarahalli	19th June 1871	15	...	...	15	8	15	...	77	0 0
45		Atakúru	Kestúru	20th Sept. 1870	13	...	...	13	11	13	...	81	7 0
46		Doddarasanakere	Kádukottanahalli	9th March 1871	18	...	...	18	13	18	...	84	0 0
47		Kudaragundi	Kudaragundi	6th Feb. 1871	10	...	...	10	7	10	...	84	0 0
48		Makkúru	Dodahalli	27th Feb. 1871	7	...	...	7	3	7	...	84	0 0
49		Tippúru	Tippúru	20th Dec. 1869	8	...	...	8	8	8	...	84	0 0
50	Mallavalli	Gavadagere	Basavanadra	1st July 1871	20	1	...	21	14	21	...	84	0 0
51		Kabbálu	Sátanúru	Do	15	...	...	15	5	15	...	77	0 0
52		Kiragávalu	Kiragávalu	8th August 1870	14	4	...	18	14	18	...	84	0 0
53		Kódanhalli	Kódanhalli	1st July 1871.	11	...	...	11	9	11	...	73	8 0
54		Kulagere	Kulagere	2nd August 1871.	18	...	...	18	14	18	...	77	0 0
55		Mallavalli	Rágiboommanahálli	3rd July 1871	32	...	...	32	22	32	...	84	0 0
56	Mandya	Basavarala	Basavaralu	12th March 1869	18	...	...	18	13	18	...	84	0 0
57		Dudda	Muddagantúru	1st March 1869	19	1	...	20	15	20	...	84	0 0
58		Kottatti	Guttalu	30th Nov. 1870	10	...	...	10	5	10	...	73	15 6
59		Mandya	Sátanúru	15th May 1869	27	...	...	27	16	27	...	84	0 0
60		Muttegere	Muttegere	13th March 1869	19	...	...	19	14	19	...	84	0 0
61		Yelyúru	Holalu	25th January 1870.	10	...	...	10	5	10	...	84	0 0
62	Nanjangúdu	Badanagoppe	Kavalande	15th Sept. 1871	11	17	...	28	21	28	...	84	0 0
63		Hadináru	Hadináru	10th March 1871	17	...	...	17	7	17	...	84	0 0
64		Hedatale	Hedatale	17th Feb. 1870	36	...	...	36	20	36	...	84	0 0
65		Húra	Heginaválu	18th Feb. 1870	8	...	...	8	7	8	...	84	0 0
66		Kalale	Kalale	23rd March 1869	60	2	...	62	31	62	...	44	0 0
67		Nanjanagúdu	Padanálu	21st January 1871.	...	...	...	...	...	...	...	77	0 0
68	Periyápatna	Bettadapura	Bettadapura	20th March 1871.	29	3	...	32	16	32	...	84	0 0
69		Bilkere	Bilkere	29th August 1871.	14	2	...	16	10	16	...	84	0 0
70		Chilakunda	Harave	10th August 1871.	19	...	...	19	11	19	...	84	0 0
71		Gavadagere	Gavadagere	7th Sept. 1871	35	...	...	35	22	35	...	84	0 0
72		Heggandúru	Hanigódu	25th January 1872.	12	...	...	12	7	19	...	84	0 0
73		Hárnahalli	Ararti	5th August 1871	12	...	...	12	3	12	...	84	0 0
74		Kaggondi	Kamalápura	29th January 1872.	10	...	...	10	2	10	...	84	0 0
75		Kirajáji	Kattémadalwádi	28th Dec. 1870	6	...	...	6	4	6	...	73	9 11
76		Periyápatna	Periyápatna	2nd March 1869	33	...	...	33	17	33	...	84	0 0
77		Rávandúru	Rávandúru	18th August 1871.	18	...	...	18	8	18	...	84	0 0

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Mysore District.—(Continued.)													
78	Talakádu	Mágúru	Mágúru	10th May 1869 ...	27	...	...	27	16	27	...	84	0 0
79		Narasipura	Nelasóge ...	10th August 1871	21	...	...	21	12	21	...	84	0 0
80		Rangasamudra	Gangávari ...	10th July 1871 ...	17	3	...	20	15	20	...	84	0 0
81		Sósale	Sósale ...	28th Dec. 1870 ...	27	...	...	27	20	27	...	84	0 0
82		Talakádu	Talakádu ...	24th Feb. 1869 ...	23	...	...	23	15	23	...	84	0 0
83		Táyúru	Táyúru ...	29th Dec. 1870 ...	21	3	...	24	17	24	...	84	0 0
84		Urgala	Beisakvádi ...	13th June 1870 ...	9	...	...	9	7	9	...	84	0 0
85	Yelatore	Byadarahalli	Byádarahalli ...	23rd Feb. 1869 ...	40	...	...	40	16	40	...	84	0 0
86		Haradanahalli	Haldanúru ...	8th May 1869 ...	18	...	...	18	9	8	...	84	0 0
87		Halli Maisúru	Halli Maisúru ...	18th January 1872	23	...	...	23	16	23	...	84	0 0
88		Mirle	Mirle ...	22nd Feb. 1869 ...	42	...	...	42	25	42	...	84	0 0
89		Sáligráma	Sáligráma ...	8th May 1869 ...	30	...	...	30	16	30	...	71	12 10
90		Yedatore	Chandagálu ...	3rd July 1871 ...	13	...	...	13	8	13	...	84	0 0
91		Tippúru	Tippúru ...	8th Feb. 1870 ...	26	...	...	26	15	26	...	81	3 2
92	Yelandúru	Maddúru	Maddúru ...	17th May 1869 ..	7	...	...	7	1	7	...	84	0 0
					1,838	68	1	1,907	1,211	1,907	...	7,479	6 2
1	Arakalagúdu	Arakalagúdu	Vaddarahalli	23th Dec. 1870 ...	25	...	...	25	21	25	...	84	0 0
2		Basavápatna	Basavápatna ...	6th January 1871	25	...	...	25	19	25	...	84	0 0
3		Hanasóge	Hanasóge ...	10th March 1869...	26	...	...	26	20	26	...	84	0 0
4		Kesavattúru	Tannúru ...	12th August 1871	14	...	...	14	11	14	...	84	0 0
5		Konanúru	Konanúru ...	20th Dec. 1869 ...	20	...	...	20	14	20	...	84	0 0
6		Krishnarájakatte	Sudrapatna ...	15th March 1869...	20	...	...	20	17	20	...	84	0 0
7		Mallipatna	Kollangi ...	24th Dec. 1870 ...	16	...	...	16	9	16	...	84	0 0
8		Marúru	Marúru ...	1st January 1871...	19	...	...	19	15	19	...	84	0 0
9	Attikuppa	Akkibehálu	Akkibehálu ...	24th Dec. 1870 ...	20	...	...	20	6	20	...	84	0 0
10		Attikuppa	Agrahárachahalli ...	28th Dec. 1870 ...	21	2	...	23	15	23	...	84	0 0
11		Bókimakere	Bókimakere ...	1st September 1870	12	...	...	12	7	12	...	81	3 0
12		Chinakurali	Chettanagere ...	13th May 1871 ...	17	...	...	17	9	17	...	83	0 0
13		Kammahádi	Kammahádi ...	29th Dec. 1870 ...	16	...	...	16	12	16	...	84	0 0
14		Kikkéri	Kikkéri ...	26th Dec. 1870 ...	23	...	...	23	12	23	...	84	0 0
15		Mélkóte	Mélkóte ...	29th Dec. 1869 ...	94	...	...	94	61	94	...	144	0 0
16		Santébáchahalli	Santébáchahalli ...	9th March 1869 ...	21	2	...	23	17	23	...	84	0 0
17		Sindhughatta	Mágunkere ...	6th March 1870 ...	42	...	...	42	42	42	...	84	0 0
18		Adagúru	Adagúru ...	8th March 1869...	13	...	...	13	13	13	...	84	0 0
19	Bélúru	Anéale	Hállore ...	20th May 1869 ...	20	...	...	20	9	20	...	84	0 0
20		Arelalli	Siddarahallipéte ...	15th January 1872	22	...	...	22	10	22	...	84	0 0
21		Bélúru	Tagare ...	do	13	...	...	13	13	13	...	84	0 0
22		Halébídu	Halébídu ...	do	24	...	...	24	20	24	...	84	0 0
23		Lakkunda	Kengédu ...	do	22	...	...	22	21	22	...	84	0 0
24		Mélpálu	Aggalalu ...	8th March 1869 ...	14	...	...	14	6	14	...	84	0 0
25		Nonave	Gónikóp ...	20th March 1869...	13	1	...	14	9	14	...	84	0 0
26	Chennarayapatna ..	Anati	Navale ...	1st August 1871...	15	...	...	15	13	15	...	84	0 0
27		Anékere	Baragúru ...	24th Dec. 1870 ...	10	...	...	10	7	10	...	84	0 0
28		Bágúru	Bágúru ...	22nd July 1871 ...	19	...	...	19	10	19	...	84	0 0
29		Chennarayapatna	Chennarayapatna	19th July 1871 ...	25	7	...	32	28	32	...	76	0 0
30		Dálaga	Santévara ...	23rd Dec. 1870 ...	17	...	...	17	14	17	...	84	0 0
31		Hiriyúr	Hiriyúr ...	21st Dec. 1871 ...	10	...	...	10	6	10	...	84	0 0

Hassan District.

No. 4.

(*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Talook.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Hassan District. (Continued.)													
32	Chennarâyapatna (*Contd.*) ...	Nuggihalli	Nambûru	26th Dec. 1870 ...	6	...	...	6	3	6	...	84 0 0	
33		Sravanabelagola	Sravanabelagola	27th Dec. 1870 ...	17	...	...	17	12	17	...	84 0 0	
34		Yerraguálu	Kudugunda	7th August 1871...	6	...	...	6	6	6	...	84 0 0	
35	Hâranahalli	Arsikere	Arsikere	1st February 1872	16	...	...	16	10	16	...	84 0 0	
36		Gandasi	Gandasi	27th Dec. 1870 ...	33	2	...	35	27	35	...	84 0 0	
37		Hâranahalli	Desasi	12th August 1871	7	...	...	7	7	7	...	84 0 0	
38		Kalyâdi	Bâgade	28th August 1871	17	...	...	17	12	17	...	84 0 0	
39		Kittanakere	Doddamétikurike... ...	13th August 1872	16	...	...	16	11	16	...	84 0 0	
40		Kuruvanka	Kuruvanka	20th January 1872	10	...	...	10	9	10	...	84 0 0	
41	Hassan	Attivâra	Heraga	10th March 1871...	20	...	...	20	18	20	...	84 0 0	
42		Gráma	Gráma	25th March 1869...	34	1	...	35	26	35	...	84 0 0	
43		Hassan	Buvanahalli	18th May 1869 ...	40	...	...	40	25	40	...	84 0 0	
44		Honnávâra	Chikkadalûru	1st August 1871...	14	...	...	14	11	14	...	84 0 0	
45		Kanagálu	Kiragadalu	8th August 1871...	15	...	...	15	14	15	...	81 3 3	
46		Kavasika	Ambuga	25th January 1871	18	...	...	18	16	18	...	84 0 0	
47		Málihalli	Doddagaddavalli	10th March 1869	18	...	...	18	18	18	...	84 0 0	
48		Sáligáme	Sáligáme	5th March 1869 ...	29	1	...	30	13	30	...	84 0 0	
49	Mahárájanadurga ...	Alûru	Hasagunûru	18th August 1871	12	3	...	15	12	15	...	84 0 0	
50		Bâlu	Kenchamanahonkóte ...	do	12	...	...	12	10	12	...	84 0 0	
51		Belagódu	Belagódupéte	do	12	...	...	12	10	12	...	80 8 0	
52		Chikkamagalu	Kanatûru	18th Sept. 1871...	38	5	...	43	37	43	...	84 0 0	
53		Gerûru	Gerûru	22nd February 1870	20	...	...	20	20	20	...	84 0 0	
54		Muttige	Bharatûru	26th Dec. 1870 ...	14	1	...	15	10	15	...	84 0 0	
55		Pâlya	Pâlya	18th August 1871	10	...	...	10	10	10	...	83 15 11	
56		Ponnâtapura	Ponnâtapura	8th March 1869...	20	...	...	20	20	20	...	84 0 0	
57	Manjarábád	Baikere	Baikere	29th January 1872	12	1	...	13	10	13	...	84 0 0	
58		Bannakallu	Dévanagal	24th January 1872	14	...	...	14	9	14	...	81 14 4	
59		Bâsle	Godêu	6th February 1872	10	...	...	10	10	10	...	84 0 0	
60		Bellûru	Arekere	11th Sept. 1871 ...	11	...	...	11	11	11	...	84 0 0	
61		Hettûru	Hettûru	12th August 1871	10	...	...	10	10	10	...	81 3 3	
62		Manjarábád	Anémahal	17th August 1871	12	1	...	13	6	13	...	84 0 0	
63		Mudagere	Mudagere	2nd August 1870	10	10	...	20	15	20	...	70 0 0	
64		Uggihalli	Uggihalli	10th March 1869...	9	...	...	9	8	9	...	84 0 0	
65		Yesalûrpéte	Yesalûrpéte	16th August 1871	23	...	...	23	20	23	...	84 0 0	
66	Nágamangala	Bellûru	Bellûru	28th Dec. 1870 ...	40	...	...	40	32	40	...	84 0 0	
67		Bhimanahalli	Dévalápura	8th March 1869...	33	...	...	33	21	33	...	84 0 0	
68		Bindiganavale	Bindiganavale	29th Dec. 1870 ...	29	...	...	29	16	29	...	84 0 0	
69		Mannahalli	Chinya	14th January 1870	23	...	...	23	16	23	...	84 0 0	
70		Nágamangala	Kalmakere	9th January 1871	15	...	...	15	14	15	...	84 0 0	
71		Nagatihalli	Nagatihalli	18th July 1871 ...	14	...	...	14	10	14	...	63 0 0	
72		Yeladéhalli	Biligunda	17th July 1871 ...	21	...	...	21	16	21	...	84 0 0	
73	Narasipura	Ganni	Ganniagrahára	26th Dec. 1870...	17	...	...	17	12	17	...	84 0 0	
74		Mádápura	Mádápura	15th May 1869 ...	12	...	...	12	8	12	...	84 0 0	
75		Mávinakere	Halekóte	8th March 1869 ...	34	...	...	34	21	34	...	144 0 0	
76		Nijduvani	Tátanahalli	23rd Dec. 1870 ...	28	...	...	28	16	28	...	84 0 0	
77		Narasipura	Hippe	do	15	1	...	16	9	16	...	84 0 0	
					1,537	36	...	1,573	1,149	1,573	...	6,530 6 9	

No 4 (*Continued.*)

No.	District.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year. Hindús.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily.	Number of Pupils studying in each language. Kanarese.	Telugu.	Total Annual Cost.	Remarks.
1	Shimoga District.	Anantapura	Atavádi	Chorvli	August 1870	16	...	...	16	12	16	...	77	0 0
2			Bellandhuragrahára	Tagaruti	March 1870	22	...	...	22	14	22	...	84	0 0
3			Masarúru	Bennuvalli	August 1872	20	...	...	20	16	20	...	47	2 2
4		Chennagiri	Basavápatna	Basavápatna	do	27	...	...	27	22	27	...	54	13 11
5			Chennagiri	Mudigere	March 1872	23	...	...	23	14	23	...	84	0 0
6			Dévanahalli	Dévarahalli	August 1870	19	...	...	19	14	19	...	84	0 0
7			Hodiggere	Hodiggere	March 1870	28	...	...	28	20	28	...	84	0 0
8			Nallúru	Nallúru	March 1869	43	...	...	43	34	43	...	79	4 10
9			Rájagondanahalli	Pándavanatti	March 1870	30	...	...	30	24	30	...	84	0 0
10			Santébédanúru	Koglúru	March 1872	19	...	...	19	14	19	...	84	0 0
11		Honnáli	Belagutti	Belagutti	August 1872	31	...	...	31	24	31	...	56	0 0
12			Chetnahalli	Chilúru	March 1872	28	...	...	28	20	28	...	84	0 0
13			Honnáli	Honnáli	August 1870	30	4	...	34	26	34	...	84	0 0
14			Kumsi	Háranahalli	August 1872	22	...	...	22	16	22	...	83	8 9
15			Kumsi	Kumsi	March 1869	36	4	...	40	32	40	...	84	0 0
16			Sásivéhalli	Sásivéhalli	August 1872	24	2	...	26	16	26	...	84	0 0
17		Kávaledurga	Agumbi	Agumbi	February 1873	19	...	...	19	10	19	...	14	0 0
18			Agrahára	Bhadrájpura	do	12	...	...	12	8	12	...	14	0 0
19			Agrahára	Konandúru	do	19	...	...	19	12	19	...	14	0 0
20			Araga	Araga	do	12	...	...	12	10	12	...	14	0 0
21			Kúlúru	Malnshi	August 1870	24	...	...	24	18	24	...	84	0 0
22			Mandagadde	Mandagadde	February 1873	12	6	...	18	14	18	...	14	0 0
23			Mattúru	Santikatte	do	14	...	...	14	10	14	...	14	0 0
24		Nagar	Humcha	Humchadakatte	do	12	...	...	12	10	12	...	14	0 0
25			Jála	Jála	do	8	...	...	8	6	8	...	14	0 0
26			Mávinhole	Adamvalli	do	...	...	...	...	...	...	...	...	0 0
27			Nagar	Avarngiagrahára	do	14	...	...	14	12	14	...	14	0 0
28			Pattaguppe	Kallúrulatte	do	22	...	...	22	14	22	...	14	0 0
29		Ságara	Barahvalli	Barahvalli	August 1870	12	...	...	12	10	12	...	80	9 10
30			Bhárangi	Bhárangi	February 1873	18	...	...	18	14	18	...	14	0 0
31			Ikkere	Avinahalli	do	5	...	...	5	5	5	...	14	0 0
32			Karúru	Karúru	do	12	...	...	12	10	12	...	14	0 0
33			Ságara	Keladi	August 1870	14	...	...	14	10	14	...	84	0 0
34			Talagalale	Talagalale	do	5	...	...	5	5	5	...	84	0 0
35			Talaguppe	Talaguppe	do	20	...	...	20	16	20	...	84	0 0
36		Shikáripura	Hosúru	Hossare	August 1872	20	..	...	20	12	20	...	53	7 8
37			Mugalagiri	Mugalagiri	do	15	...	...	15	12	15	...	56	0 0
38			Shikáripura	Isúru	do	24	...	...	24	18	24	...	56	0 0
39			Sirálkoppa	Udagani	September 1869	33	...	...	33	26	33	...	77	0 0
40			Talagunda	Málúru	March 1870	29	2	...	31	20	31	...	84	0 0
41		Shimoga	Anavéri	Maidolalu	March 1869	43	...	...	43	38	43	...	84	0 0
42			Benkipura	Benkipura	March 1870	32	3	...	35	28	35	...	84	0 0
43			Chendankere	Tatiéhalli	February 1873	20	...	...	20	18	20	...	14	0 0
44			Gájanúru	Gájanúru	March 1870	15	...	...	15	12	15	...	70	0 0
45			Harnaghatta	Bannikere	September 1869	33	...	...	33	24	34	...	84	0 0
46			Hóbúru	Hanasavádi	March 1870	23	...	...	23	18	23	...	80	4 4
47			Holéhonnúru	Kódanaggi	March 1869	22	...	...	22	18	22	...	144	0 0
48			Kudalu	Pillanagiri	March 1870	23	...	...	23	18	23	...	84	0 0
49			Kudligere	Arakere	August 1870	20	2	...	22	16	22	...	84	0 0
50			Shimoga	Mandali	September 1869	68	3	...	71	55	71	...	84	0 0

No. 4 (*Continued.*)

No.	District.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
						Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
51	Shimoga (*Contd.*)	Somba	Anavatti	Anavatti	March 1871	27	...	...	27	20	27	...	84	0	0	
52			Chendragutti	Chendragutti	August 1873	13	...	...	13	10	13	...	56	0	0	
53			Kesanúru	Mistani	March 1870	15	...	...	15	12	15	...	84	0	0	
54			Somba	Muttagappe	August 1870	15	...	...	15	12	15	...	84	0	0	
55			Tavanasíi	Kerehalli	do	20	...	...	20	14	20	...	84	0	0	
56			Tellagadde	Tellagadde	August 1872	13	...	...	13	10	13	...	56	0	0	
						1,195	26	...	1,221	924	1,221	...	3,405	3	6	
1	Kadoor District.	Bánávára	Arikere	Arikere	March 1872	23	...	...	23	19	23	...	84	0	0	
2			Benslékere	Benslékere	do	28	...	...	28	17	28	...	84	0	0	
3			Belagúru	Belagúru	August 1870	19	...	...	19	18	19	...	84	0	0	
4			Dévanúru	Dévanúru	October 1871	18	...	...	18	15	18	...	80	0	0	
5			Jávagallu	Jávagallu	March 1870	15	...	...	15	6	15	...	84	0	0	
6		Chikkamagalúru	Basavanahalli	Basavanahalli	April 1871	21	2	...	23	21	23	...	84	0	0	
7			Belavádi	Belavádi	March 1869	30	1	...	31	30	31	...	84	0	0	
8			Hirimagalúru	Dandaramukki	February 1871	24	2	...	26	22	26	...	84	0	0	
9			Huilkere	Huilkere	October 1871	23	...	...	23	13	23	...	49	0	0	
10			Kamgala	Kamgala	December 1869	21	1	...	22	16	22	...	84	0	0	
11			Kenkere	Pillikallahalli	August 1870	26	..	...	26	19	26	...	84	0	0	
12			Kalasápura	Ishvarahalli	March 1872	6	...	...	6	2	6	...	70	0	0	
13			Lakke	Lakke	March 1869	25	2	...	27	22	27	...	84	0	0	
14			Malalúru	Malalúru	December 1869	23	...	...	23	20	23	...	84	5	0	
15			Mattavára	Indavára	August 1872	37	...	...	37	31	37	...	56	0	0	
16			Morale	Mugalavádi	November 1872	24	1	...	25	18	25	...	35	0	0	
17			Rájanasiriyúru	Rájanasiriyúru	April 1872	15	..	...	15	15	15	...	84	0	0	
18		Kaloor	Bramhasandra	Bramhasandra	September 1870	9	...	...	9	8	9	...	84	0	0	
19			Nidigatta	Nidigatta	August 1870	27	...	...	27	20	27	...	84	0	0	
20			Patnagere	Saraswatipura	March 1869	16	...	...	16	13	16	...	84	0	0	
21			Yegati	Yegati	March 1872	12	2	...	14	12	14	...	84	0	0	
22		Koppa	Baggunji	Baggunji	do	12	...	...	12	10	12	...	84	0	0	
23			Bandigadipura	Bandigadipura	do	10	...	...	10	4	10	...	84	0	0	
24			Hariharapura	Hariharapura	October 1871	9	...	...	9	8	9	...	77	0	0	
25			Kigga	Kigga	February 1873	...	...	...	...	...	...	...	...	...	...	
26			Koppa	Koppa	October 1871	7	...	...	7	6	7	...	84	0	0	
27			Mégunda	Mégunda	February 1873	...	...	...	...	...	...	...	...	...	...	
28			Sringéri	Vidyáranyapura	do	...	...	...	...	...	...	...	...	...	...	
29		Lakkuvalli	Dánavási	Dánavási	do	8	...	...	8	8	8	...	14	0	0	
30			Lakkuvalli	Lakkuvalli	October 1871	29	2	...	31	18	31	...	84	0	0	
31			Yedéhalli	Yedéhalli	September 1872	18	...	...	18	16	18	...	42	0	0	
32		Tarikere	Ajjampura	Ajjampura	February 1871	44	...	...	44	28	44	...	84	0	0	
33			Amrutpura	Bettadávarékere	October 1872	26	...	...	26	21	26	...	38	0	0	
34			Chikanahalli	Chikanahalli	March 1872	23	...	...	23	20	23	...	84	0	0	
35			Doranahálu	Doranahálu	August 1870	24	...	...	24	14	24	...	84	0	0	
36			Duglápura	Duglápura	February 1872	11	...	...	11	7	11	...	14	0	0	
37			Kúlúru	Kúlúru	December 1871	35	...	...	35	24	35	...	84	0	0	
38			Shivane	Shivane	October 1871	31	...	...	31	30	31	...	84	0	0	
39			Távarékere	Távarékere	March 1872	10	...	...	10	2	10	...	84	0	0	

No. 4. (*Continued.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	
No.	Talook.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
District.					Hindús.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
Kadoor Dr. (*Contd.*)													
40	Wastára	Bidrasálu	Aladúrupéte	April 1870 ...	11	6	...	17	14	17	...	84 0 0	
41		Kágalavádi	Hosahallipéte	September 1872	4	13	...	17	13	17	...	28 0 0	
42		Kalasa	Kalasa	January 1872 ...	18	1	...	19	18	19	...	84 0 0	
43		Khándiya	Khándiya	September 1872	4	...	...	4	2	...	...	35 0 0	
44		Méhubungódi	Bálúru	August 1872 ...	20	...	...	20	16	20	...	56 0 0	
45		Wastára	Kuduvalli	August 1870 ...	15	...	...	15	10	15	...	84 0 0	
					811	33	...	844	646	844	...	3,080 0 0	
Chitaldroog District.													
1	Bálihálu	Bálihálu	Heggere	15th February 1871	19	...	...	19	12	19	...	81 0 11	
2		Huliyúra	Yelanádu	1st March 1872 ...	26	...	...	26	18	26	...	84 0 0	
3		Kandikere	Kandikere	1st May 1871 ...	14	...	...	14	9	14	...	81 0 0	
4		Muddénahalli	Navale	1st March 1872 ...	19	...	...	19	12	19	...	84 0 0	
5		Timmanahalli	Timmanahalli	20th April 1871...	11	...	...	11	7	11	...	84 0 0	
6	Chitaldroog	Bhímasamudra	Gustanúru	1st August 1872...	37	...	...	37	26	37	...	56 0 0	
7		Chitaldroog	Ranguppanahalli	1st April 1869 ...	13	...	...	13	11	13	...	84 0 0	
8		Chitrahalli	Godabanahalli	do	25	...	...	25	11	25	...	84 0 0	
9		Kyásapura	Jánagonda	1st March 1872 ...	26	...	...	26	18	26	...	84 0 0	
10		Sídlappanahalli	Siddappanahalli	5th October 1871	44	...	...	44	36	44	...	84 0 0	
11		Tálya	Tálya	1st March 1870 ...	45	...	...	45	36	45	...	84 0 0	
12		Turavanúru	Turavanúru	1st September 1869	41	...	...	41	26	41	...	84 0 0	
13	Dávanagere	Anabe	Anabe	1st October 1871...	13	...	...	13	8	13	...	84 0 0	
14		Bharmaságara	Bharmaságara	1st August 1872...	13	...	...	13	11	13	...	56 0 0	
15		Dávanagere	Bélúru	1st March 1870 ...	25	...	...	25	18	25	...	84 0 0	
16		Hadadi	Hadadi	1st August 1872 ...	13	...	...	13	12	13	...	56 0 0	
17		Hanagódu	Garaganahalli	do	20	...	...	20	14	20	...	56 0 0	
18		Maikonde	Kadaganúru	do	18	...	...	18	13	18	...	56 0 0	
19	Doddéri	Doddéri	Doddéri	do	23	...	...	23	16	23	...	56 0 0	
20		Gandasamudra	Gandasamudra	do	7	...	...	7	7	7	...	56 0 0	
21		Jájúru	Obalápura	1st March 1872 ...	22	...	...	22	17	22	...	84 0 0	
22		Náyakanahatti	Náyakanahatti	1st April 1869 ...	34	...	...	34	22	34	...	84 0 0	
23		Parasarámapura	Parasarámapura	1st August 1872...	18	...	...	18	14	18	...	56 0 0	
24		Talalu	Talalu	1st March 1872 ...	26	...	...	26	23	26	...	84 0 0	
25	Harihara	Harihara	Jágavalli	1st August 1872...	24	...	...	24	14	24	...	56 0 0	
26		Kondajji	Baki	1st November 1870	22	...	...	22	17	22	...	84 0 0	
27		Malébennúru	Malébennúru	1st August 1872...	29	...	...	29	22	29	...	56 0 0	
28	Hiriyúru	Aiyamangala	Harati	15th February 1871	17	...	...	17	12	17	...	84 0 0	
29		Dharmapura	Harlejji	1st March 1872 ...	20	...	...	20	17	20	...	84 0 0	
30		Hiriyúru	Tavarandi	1st August 1872..	22	...	...	22	19	22	...	56 0 0	
31		Javamagonahalli... ...	Kóthihalli	1st March 1872 ...	16	...	...	16	10	16	...	84 0 0	
32		Mattódu	Mattódu	do	40	...	...	40	36	40	...	84 0 0	
33	Hosdurga	Bégúru	Bégúru	1st April 1869 ...	73	...	...	73	53	73	...	144 0 0	
34		Bharamanáyakanadurga ...	Bharmanáyakanadurga ...	1st August 1872...	34	...	...	34	26	34	...	56 0 0	
35		Holalakere	Holalakere	1st November 1871	74	...	...	74	64	74	...	84 0 0	
36		Hosdurga	Kanguvalli	1st October 1871...	24	...	...	24	18	24	...	84 0 0	
37		Jávagallu	Jávagallu	1st March 1872 ...	29	...	...	29	22	29	...	84 0 0	
38		Rámagiri	Rámagiri	do	26	...	...	26	24	26	...	84 0 0	

No. 4. (*Concluded.*)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
No.	Taluk.	Hóbli.	Village in which School is established.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	Remarks.
					Hindús.	Mahomedans.	Others.	Total.		Kannada.	Telugu.		
CHITALDROOG DISTRICT. (*Concld.*)													
39	Kanakuppá	Bilachódi	Bilachódi	1st August 1872..	29	...	...	29	13	29	...	55 0 0	
40		Jagalúru	Chikkamallanahole ...	do	...	...	...	...	...	...	...	53 0 0	
41		Sokke	Sokke ...	do	22	..	...	22	15	22	...	56 0 0	
42	Molakálumúru	Dévasamudra	Rámpura ...	do	54	...	...	54	24	54	...	56 0 0	
43		Molakálumúru	Benneégondanakere ...	1st October 1870...	30	...	...	30	19	30	...	84 0 0	
44		Siddápura	Siddápura ...	1st March 1872 ...	26	...	...	26	18	26	...	84 0 0	
45	Pávagada	Gummagatta	Gummagatta ...	do	10	...	...	10	10	10	...	84 0 0	
46		Honakóte	Honakóte ...	1st August 1872 ...	29	...	...	29	26	29	...	56 0 0	
47		Mugalalapéte	Arsikere ...	1st April 1869 ...	23	...	...	23	20	23	...	84 0 0	
48		Nidagallu	Nidagallu ...	1st March 1872 ...	22	...	...	22	15	22	...	84 0 0	
49		Pávagada	Kunnagudi ...	1st March 1870 ...	19	...	...	19	13	19	...	84 0 0	
50		Ponnasamudra	Palavalli ...	1st March 1872 ...	22	...	...	23	20	23	...	84 0 0	
51		Rácherlu	Rácherlu ...	do	20	...	...	20	18	20	...	84 0 0	
					1,307	...	...	1,307	979	1,307	...	3,822 0 11	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 17*th July* 1873.

L. RICE,
Offg. Director of Public Instruction.

No. 5.

INSTITUTIONS FOR GENERAL EDUCATION,

GRANT-IN-AID . BOYS' SCHOOLS.

Annual Return for the year ending 31st March 1873.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12		13		14		15	
No.	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.							
				Hindús.	Mahomedans.	Others.	Total.			English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.		Proceeds of Endowments.		Local Rate or Assessment.		Subscription, Donation, &c.	
	HIGHER CLASS.																					
	English.																					
1	Bishop Cotton's School ...	Bangalore ...	1865	...	...	119	119	100	112	119	...	1	...	1	3, 5, 7 & 10 Rs.	3,760	0 0	...	...	...	...	...	...
2	Saint Andrew's School ...	do	1866	...	...	68	68	62	56	68	2	5	...	...	3 to 6 Rs.	2,400	0 0	...	...	...	...	...	...
	Anglo-Vernacular.																						
3	London Mission Institution ...	Bangalore ...	1847	137	5	27	169	162	133	169	169	...	...	...	1½ to 2 Rs.	1,200	0 0	...	...	...	...	...	...
4	Native Educational Institution ...	do	1851	284	4	8	296	290	249	296	348	...	...	...	4 As. 1½ Rs.	2,400	0 0	...	...	...	...	...	...
5	Wesleyan Mission School ...	Mysore ...	1855	174	2	4	180	175	130	180	180	...	...	...	8 As. to 1½ Rs.	1,200	0 0	...	...	...	...	89	0 0
		Total...		595	11	226	832	799	682	832	579	6	...	1		10,960	0 0	...	...	...	...	89	0 0
	MIDDLE CLASS.																						
	English.																						
1	Cantonment Orphanage ...	Bangalore ...	1865	...	...	54	54	52	52	52	...	...	...	...	...	720	0 0	...	...	...	...	3,136	4 0
2	Ordnance School ...	Fort do ...	1832	11	...	26	37	32	24	37	...	...	...	...	4 As. to 1 Rs.	480	0 0	...	...	...	...	...	...
3	Saint John's District School ...	Bangalore ...	1854	12	5	68	85	70	66	85	...	...	...	...	4 As. to 2 Rs.	600	0 0	...	...	...	...	177	5 4
	Anglo-Vernacular.																						
4	London Mission Cantonment School	Bangalore ...	1854	87	2	7	96	93	82	96	...	...	...	96	8 As. to 1 Rs.	600	0 0	...	...	...	...	...	...
5	Do do Akkru School ...	do ...	1862	114	1	...	115	107	101	115	...	...	...	...	8 As. to 1 Rs.	600	0 0	...	...	...	...	...	...
6	Saint Joseph's Catholic Seminary ...	do ...	1857	23	5	105	133	98	85	133	127	...	...	...	4 As. to 2 Rs.	1,200	0 0	24	0 0	40	8 0	...	...
7	Saint Patrick's Catholic Seminary ...	do ...	1860	35	...	46	81	70	69	81	68	...	...	...	2 As. to 6 Rs.	960	0 0	...	...	...	...	700	0 0
8	Saint Mary's Catholic Seminary ...	do ...	1854	19	...	1	20	19	19	6	16	...	...	...	2 Rs. to 2 Rs.	600	0 0	13	0 0	15	0 0	...	...
9	Jahagirdar's School ...	Yelandúru ...	1867	8	...	...	8	8	6	8	8	...	...	...	Annas 4	...	0 0	510	0 0	...	...	...	...
		Total...		309	13	307	629	549	509	613	217	...	...	96		5,760	0 0	547	0 0	55	8 0	4,013	9 4

No. 5 ... (*Continued.*)

No.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	27
			Receipts during the year. (*Continued.*)				Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Higher Class.													
	English.													
1	Bishop Cotton's School	Bangalore	7,114 0 0	... ...	... ...	10,874 0 0	10,168 0 0	... ...	10,168 0 0	706 0 0	... ...	101 10 10	37 9 7	
2	Saint Andrew's School ...	do	3,368 0 0	... ...	... ...	5,768 0 0	5,042 0 0	357 0 0	5,399 0 0	369 0 0	... ...	87 1 9	28 11 4	
	Anglo-Vernacular.													
3	London Mission Institution ...	Bangalore	1,213 12 0	... ...	4,700 0 0	7,113 12 0	7,258 10 6	... ...	7,258 10 6	... ...	144 14 6	44 12 10	7 6 4	
4	Native Educational Institution ...	do	2,472 2 0	... ...	4,000 0 0	9,472 2 0	9,472 2 0	... ...	9,472 2 0	... ...	... ...	32 10 7	8 4 4	
5	Wesleyan Mission School ...	Mysore	1,163 14 6	48 14 0	1,300 0 0	3,801 12 6	3,801 12 6	... ...	3,801 12 6	... ...	... ...	21 11 1	6 14 2	
			15,331 12 6	48 14 0	10,600 0 0	37,029 10 6	35,742 9 0	357 0 0	36,099 9 0	1,075 0 0	144 14 6			
	Middle Class.													
	English.													
1	Cantonment Orphanage ...	Bangalore	... ...	... ...	4,208 1 2	8,064 5 2	2,874 5 1	1,707 4 5	4,581 9 6	3,482 11 8	... ...	83 1 8	13 13 6	
2	Ordnance School ...	Fort do	195 14 0	... ...	2 4 0	678 2 0	624 0 0	80 1 0	704 1 0	... ...	25 15 0	22 0 0	15 0 0	
3	Saint John's District Schoo ...	Bangalore	196 10 0	25 15 3	131 1 2	1,250 15 9	1,473 8 0	189 5 8	1,662 13 8	... ...	431 15 11	23 12 1	8 9 1	
	Anglo-Vernacular.													
4	London Mission Cantonment School.	Bangalore	662 8 0	... ...	2,050 0 0	3,312 8 0	3,282 6 0	... ...	3,282 6 0	30 2 0	... ...	33 4 7	8 7 13	
5	Do Alsûru School ..	do	791 0 0	... ...	2,650 0 0	3,441 0 0	3,282 6 0	300 0 0	3,582 6 0	... ...	141 6 0	33 7 0	5 9 0	
6	Saint Joseph's Catholic Seminary ...	do	300 4 0	... ...	3,155 3 0	4,719 15 0	4,294 12 0	455 3 0	4,719 15 0	... ...	... ...	48 12 7	12 13 11	
7	Saint Patrick's Catholic Seminary ...	do	74 0 0	51 0 0	76 0 0	1,861 0 0	1,695 0 0	167 0 0	1,862 0 0	... ...	1 0 0	28 7 13	11 2 3	
8	Saint Mary's Catholic Seminary ...	do	60 0 0	... ...	515 0 0	1,203 0 0	1,180 0 0	25 0 0	1,205 0 0	... ...	2 0 0	63 8 31	9 3	
9	Jahagirdar's School	Yelandûru	36 8 0	8 9 6	47 4 9	602 6 3	493 1 1	... ...	493 1 1	109 5 2	... ...	61 10 0		
			2,416 12 0	85 8 9	12,234 14 1	25,115 4 2	19,169 6 2	2,923 14 1	22,093 4 3	3,622 2 10	602 2 11			

Office of the Director of Public Instruction,
Bangalore, 17th July 1873.

L. RICE,
Offg. Director of Public Instruction.

No. 6.

INSTITUTIONS FOR GENERAL EDUCATION.

GRANT-IN-AID BOYS' SCHOOLS.

Annual Return for the year ending 31st March 1873.

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.				
				Hindu.	Mahomedan.	Others.	Total.			English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscription, Donation, &c.	Fees, Fines, &c.
	Lower Class.																			
1	St. Mark's Ragged School	Bangalore	1854	...	...	52	52	35	28	52	...	...	...	...	½ Anna	180 0 0	...	...	288 0 0	12 14 0
	Anglo-Vernacular.																			
2	Blackpalli Catholic School	Bangalore	1865	94	...	...	94	90	85	90	24	...	...	70	1 do	400 0 0	...	...	250 0 0	48 0 0
3	Catholic School, Mysore	Mysore	1861	171	3	5	179	140	133	25	30	...	...	124	1 to 2 As.	300 0 0	...	...	200 0 0	60 0 0
4	St. Paul's Mission School	Bangalore	1845	25	6	23	54	45	30	5	...	...	...	22	1 to 8 do	30 0 0	...	...	128 14 0	24 4 0
5	Wesleyan Mission Days' Orphanage	Tecnkoor	1868	20	...	...	20	20	20	6	20	...	...	20		360 0 0	...	...	...	...
	Vernacular.																			
	Kanarese.																			
6	Anekallu London Mission School	Anekallu	1864	36	...	...	36	34	30	...	36	...	...	...	6 pie to 2 As.	180 0 0	...	...	...	27 9 6
7	Chelmahalli Branch School	Singâpura	1868	26	...	...	26	21	21	...	26	...	...	...		120 0 0	...	...	...	...
8	Shethalli Catholic do	Shethalli	1862	60	...	...	60	47	47	...	60	...	...	...	2 to 3 do	180 0 0	...	...	...	...
9	Wesln. Mission do Pête Main Street	Bangalore	1859	83	...	7	90	79	75	15	90	...	...	...	1 do	240 0 0	...	...	130 0 0	35 0 0
10	Do do Market do	Mysore	1866	77	4	...	81	80	70	...	81	...	...	...	Do	360 0 0	...	...	287 3 0	56 0 0
11	Do do Pête do	Mysore	1857	51	68	1	121	119	116	...	52	69	...	...	Do	240 0 0	...	...	254 0 0	66 0 0
12	Do do Fort Gate do	Tecnkoor	1842	63	2	...	65	65	47	...	63	...	...	...	Do	120 0 0	...	...	285 0 0	95 0 0
13	Do do Kyâtsandra do	Kyâtsandra	1861	47	3	...	50	50	40	...	50	...	...	...	Do	120 0 0	...	...	83 4 0	...
14	Do do Gubbi Pête do	Gubbi	1840	104	6	...	110	100	83	...	110	...	...	...		120 0 0	...	...	...	53 0 0
15	Do do Hosahalli do	Hosahalli	1872	35	5	...	40	37	30	...	40	...	...	...	6 pie to 2 As.	120 0 0	...	...	...	144 0 0
16	Do do Kalâdu do	Kalâdu	1853	25	...	...	25	20	18	...	25	...	...	...	1 Anna	120 0 0	...	...	...	12 0 0
17	Do do Gôlâru do	Gôlâru	1859	74	2	...	76	76	72	...	76	...	...	...	Do	120 0 0	...	...	...	12 0 0
18	Do do Shimoga do	Shimoga	1866	85	14	56	105	95	90	...	76	...	...	...		120 0 0	...	...	...	12 0 0
19	Do do Kadûr do	Kadûr	...	30	...	...	30	30	25	...	105	...	...	...	4 pie to 1 Anna	120 0 0	...	...	...	95 0 0
	Tamil and Telugu.									...	30	...	...	...		30 0 0	4 7 0	...	120 0 0	...
																			27 9 0	...
20	Blackpalli Catholic School	Bangalore	1865	79	...	...	79	70	70	...	...	...	...	79	1 Anna	100 0 0	...	...	...	...
21	Gun Troop Tamil do	Bangalore	1864	64	...	...	64	60	50	12	...	...	...	64		96 0 0	...	...	60 0 0	15 0 0
22	Chatur Vêda Siddhânta Sabhâ School	Bangalore	1842	256	...	...	256	250	211	...	22	...	82	152	2 to 8 As.	2,600 0 0	...	...	222 2 0	379 1 2

No. 6 (*Continued.*)

No.	Name of Institution.	Locality.	17	18	19	20	21	22	23	24	25	26	27
			Receipts during the year. (*Continued*)			Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
			Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Lower Class.												
1	St. Mark's Ragged School ...	Bangalore ...	...	...	478 14 0	320 1 0	79 6 0	399 7 0	79 7 0	...	11 6 4	5 2 3	
	Anglo-Vernacular.												
2	Blackpalli Catholic School ...	Bangalore ...	...	300 0 0	998 0 0	1,000 0 0	50 0 0	1,050 0 0	...	...	11 10 8	4 7 1	
3	Catholic School, Mysore ...	Mysore ...	20 0 0	10 0 0	590 0 0	590 0 0	20 0 0	610 0 0	...	52 0 0	11 10 8	4 7 1	
4	St. Paul's Mission School ...	Bangalore ...	...	...	183 2 0	183 2 0	...	183 2 0	...	20 0 0	4 5 8	2 12 3	
5	Wesleyan Mission Boys' Orphanage.	Toomkoor... ...	...	611 7 0	971 7 0	971 7 0	...	971 7 0	...	...	4 1 1	0 10 8	
	Vernacular.										48 9 1	18 0 0	
	Kannarese.												
6	Anekallu London Mission School ...	Anekallu	0 15 0	300 0 0	507 9 0	540 0 0	...	540 0 0	...	32 6 6	12 15 0	5 4 8	
7	Chetnahalli Branch School ...	Singkpura... ...	...	...	120 15 0	96 0 0	20 0 0	116 0 0	4 15 0	...	5 6 4	5 7 3	
8	Shethalli Catholic do ...	Shethalli	14 0 0	12 0 0	371 0 0	338 0 0	34 0 0	372 0 0	...	1 0 0	7 14 7	3 13 3	
9	Wesln. Mission do Pête Main Street.	Bangalore ...	...	...	623 3 0	523 3 0	100 0 0	623 3 0	...	...	7 14 2	3 0 7	
10	Do do Market Street ...	Mysore	...	...	680 0 0	680 0 0	...	680 0 0	...	...	7 8 0	4 8 0	
11	Do do Pête	Mysore	...	...	720 0 0	720 0 0	...	720 0 0	...	...	8 8 0	4 8 0	
12	Do do Fort Gate ...	Toomkoor... ...	...	...	203 4 0	203 4 0	...	203 4 0	...	...	6 0 9	2 0 3	
13	Do do Kyâtsandra ...	Kyâtsandra ...	...	...	175 0 0	175 0 0	...	175 0 0	...	...	3 2 0	1 13 6	
14	Do do Gubbi Pête ...	Gubbi	...	...	264 0 0	264 0 0	...	264 0 0	...	...	3 8 0	1 6 4	
15	Do do Hosahalli ...	Hosahalli	...	...	132 0 0	132 0 0	...	132 0 0	...	...	2 10 2	1 3 1	
16	Do do Kallûru ...	Kallûru	...	...	132 0 0	132 0 0	...	132 0 0	...	...	3 8 1	1 3 10	
17	Do do Gûlûru... ...	Gûlûru	...	...	215 0 0	215 0 0	...	215 0 0	...	...	6 9 7	1 6 0	
18	Do do Shimoga ...	Shimoga	...	...	240 0 0	240 0 0	...	240 0 0	...	...	2 13 3	1 9 3	
19	Do do Kadala... ...	Kadala	...	...	62 0 0	62 0 0	...	62 0 0	...	...	2 8 5	1 4 2	
											2 1 0	1 0 0	
	Tamil and Telugu.												
20	Blackpalli Catholic School ...	Bangalore... ...	...	60 0 0	235 0 0	260 0 0	10 0 0	270 0 0	...	35 0 0	3 13 8	1 6 7	
21	Gun Troop Tamil do ...	Bangalore... ...	...	106 8 6	202 8 6	193 8 6	9 0 0	202 8 6	...	...	3 9 0	1 9 7	
22	Chatur Vêda Siddhânta Sabhâ School	Bangalore... ...	...	66 2 2	3,267 8 4	1,047 4 11	2,179 2 0	3,226 6 11	41 1 5	...	4 14 5	2 6 4	

No. 6 (*Continued.*)

1	2	3	4	5	6	7	8	9	10 A	10 B	10 C	10 D	10 E	11	12	13	14	15	16
No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rates of Schooling Fee.	Receipts during the year.				
				Hindu.	Mahomedan.	Others.	Total.			English.	Kanarese.	Hindustáni.	Telugu.	Tamil.		From Government.	Proceeds of Endowments.	Local Rate or Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
	Sanskrit.																			
23	Chintámani Sanskrit School	Chintámani	1868	24	...	...	24	22	22	...	...	...	24	...	1 Anna.	120 0 0	10 0 0	...	144 0 0	18 0 0
24	Chikka Ballápura do	Chikka Ballápura	1865	49	...	...	49	49	46	...	...	...	40	...	Do	180 0 0	...	...	120 0 0	7 8 0
25	Mágadi do	Mágadi ...	1870	50	...	...	50	40	30	...	...	...	50	...	...	180 0 0	10 0 0	...	180 0 0	...
26	Mélkóte do	Mélkóte ...	1867	100	...	...	100	100	74	...	...	...	100	...	1 Anna.	480 0 0	...	...	100 0 0	30 0 0
27	Sanskrit Vidyá Nilaya School	Bangalore	1869	47	...	...	47	37	31	...	...	...	47	...	1 to 2 Annas.	240 0 0	...	...	360 12 0	34 6 0
28	Seringapatam Sanskrit do	Seringapatam	1869	42	...	...	42	35	30	...	...	...	42	...	1 Anna.	240 0 0	...	...	400 0 0	30 0 6
	Hindustáni and Persian.																			
29	Chennagiri Hindustáni School	Chennagiri	1869	1	22	...	23	22	22	...	...	23	...	...	...	30 0 0	...	...	80 0 0	1 14 0
30	Chérpéte do	Chérpéte...	1864	...	35	...	35	30	19	...	...	35	...	...	...	80 0 0	...	...	18 0 0	...
31	Commissariat do	Bangalore	1864	...	21	...	21	21	21	...	...	21	...	...	1 Anna.	102 0 0	...	...	...	102 0 0
32	Devanagere do	Devanagere	1873	...	...	...	...	...	...	...	...	...	...	...	...	30 0 0	...	...	...	...
33	Dodda Ballápura do	Dodda Ballápura	1868	5	49	...	54	50	48	...	5	49	...	...	6 Pie to 1 Anna.	120 0 0	2 0 0	1 0 0	4 0 0	28 0 0
34	Hasan do	Hasan ...	1866	2	28	...	30	28	25	...	...	30	...	...	Do	240 0 0	...	...	144 0 0	13 1 0
35	Hiriganúlla do	Hiriganúlla	1873	4	22	...	26	26	19	...	...	26	...	...	1 Anna.	30 0 0	...	42 0 0	...	3 12 0
36	Holéhonnúru do	Holéhonnúru	1873	...	26	...	26	26	24	...	...	26	...	...	...	30 0 0	...	...	...	...
37	Honnáli do	Honnáli ...	1869	...	30	...	30	29	29	...	...	30	...	...	1 Anna.	120 0 0	126 1 4	...	4 0 0	22 10 0
38	Huliyúrdurga do	Huliyúrdurga	1869	...	17	...	17	15	13	...	...	17	...	...	Do	30 0 0	...	...	...	...
39	Kannúru do	Kannúru....	1873	...	25	...	25	20	17	...	...	25	...	...	6 Pie to 1 Anna.	120 0 0	...	1 0 0	24 8 0	...
40	Kunigalla do	Kunigalla...	1864	...	26	...	26	24	20	...	...	26	...	...	1 Anna.	120 0 0	...	...	120 0 0	18 0 0
41	Mahmud Ahmedia do	Srinivásapura	1865	3	37	...	40	37	37	...	...	40	...	...	Do	240 0 0	...	...	106 14 0	...
42	Do Ibrahim ...	Bangalore	1840	...	28	...	28	25	24	...	...	28	...	...	Do	120 0 0	...	...	240 0 0	36 0 0
43	Do Idrusiya ...	Bangalore	1860	...	118	...	118	110	100	...	...	118	...	...	3 Pie to 1 Anna.	600 0 0	...	15 6 0	100 0 0	...
44	Do do ...	Chintámani	1856	...	33	...	33	30	27	...	...	33	...	...	Do	120 0 0	...	...	625 0 0	35 0 0
45	Do Kutbia ...	Bangalore	1883	...	149	...	149	140	145	...	...	149	...	...	3 Pie to 4 Annas	600 0 0	...	...	120 0 0	20 12 0
46	Do Mahommadia	Bangalore ...	1862	6	96	...	102	101	93	...	...	102	...	...	Do	600 0 0	...	...	648 0 0	108 4 9
47	Do do	Channapatna	1864	...	110	...	110	82	80	...	...	110	...	...	1 to 4 Annas	240 0 0	...	...	594 0 0	49 5 3
48	Do do	French Rocks	1865	...	35	...	35	33	33	...	...	35	...	...	3 Pie to 1 Anna	120 0 0	...	...	...	25 3 9
49	Do Sultani	Bangalore	1866	...	96	...	96	93	92	...	...	96	...	...	6 Pie to 8 Annas	240 0 0	...	...	120 0 0	9 3 9
50	Do do	Ennakúru	1856	...	38	...	38	37	28	...	...	38	...	...	¼ Anna	120 0 0	2 0 0	...	239 8 0	120 11 0
51	Mágadi Hindustáni School	Mágadi ...	1872	4	46	...	50	38	38	...	...	50	...	...	1 Anna	45 0 0	...	...	115 8 0	17 14 0
52	Másti do	Másti ...	1872	...	41	...	41	33	33	...	...	41	...	...	Do	30 0 0	120 0 6	...	180 0 0	3 12 9
53	Nelamangala do	Nelamangala	1868	...	45	...	45	37	37	...	...	45	...	...	Do	36 0 0	103 8 0	...	...	1 8 3
54	Sódra do	Sódra ...	1868	...	24	...	24	20	20	...	...	24	...	...	Do	120 0 0	...	...	...	20 14 0
55	Tyámagondlu do	Tyámagondlu	1868	...	24	...	24	22	22	...	...	24	...	...	1 to 8 Annas	120 0 0	...	...	120 0 0	18 0 0
				1,792	1,333	144	3,269	2,944	2,559	205	947	1,908	440	534		12,099 0 0	378 0 4	59 6 0	7,481 13 6	1,968 4 5

No. 6. (*Continued.*)

No.	Name of Institution.	Locality.	17	18	19	20	21	22	23	24	25	26	27
			Receipts during the year (*Continued*)			Charges during the year.			Difference.		Annual Cost of educating each Pupil.		Remarks.
			Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Sanskrit.												
23	Chintámani Sanskrit School	Chintámani			292 0 0	254 0 0	32 0 0	286 0 0	6 0		13 0 0	5 7 3	
24	Chikka Ballápura do	Chikka Ballápura			307 6 0	408 6 0		408 6 0		101 0 0	8 5 4	3 10 6	
25	Mágadi do	Mágadi		1	8 0 371 8 0	360 0 0	11 8 0	371 8 0			9 4 7	4 8 4	
26	Mélkóte do	Mélkóte	31	4 0	641 4 0	560 0 0	81 4 0	641 4 0			6 6 7	4 12 2	
27	Sanskrita Vidyá Nilaya School	Bangalore			635 2 0	604 0 0	25 8 0	629 8 0	5 10 0		17 0 2	6 7 2	
28	Seringapatam Sanskrit do	Seringapatám		130	0 0 820 0 0	820 0 0		820 0 0			23 6 9	6 12 8	
	Hindustáni and Persian.												
29	Chennagiri Hindustáni School	Chennagiri			111 14 0	110 0 0		110 0 0	1 14 0		5 0 0	1 5 9	
30	Closepète do	Closepète			98 0 0	98 0 0		98 0 0			3 4 4	2 10 0	
31	Commissariat do	Bangalore			204 0 0	204 0 0		204 0 0			9 11 5	4 13 8	
32	Dávanagere do	Dávanagere			30 0 0	30 0 0		30 0 0					
33	Dodda Ballápura do	Dodda Ballápura	7	0 0	162 0 0	162 0 0		162 0 0			3 3 10	2 6 4	
34	Hassan do	Hassan			397 1 0	384 0 0	7 0 0	391 0 0	6 0 0		13 15 5	8 9 1	
35	Hinliganál do	Hinliganál			75 15 0	69 0 0	6 15 0	75 15 0			2 14 10	1 2 5	
36	Holébounúru do	Holébounúru		30	0 0 60 0 0	60 0 0		60 0 0			2 4 11	1 6 1	
37	Honnáli do	Honnáli			272 11 4	259 4 8	13 6 8	272 11 4			9 6 5	4 2 12	
38	Huliyárdurga do	Huliyárdurga			54 8 0	54 8 0		54 8 0			3 10 8	2 0 0	
39	Kasaúru do	Kasaúru			259 0 0	259 0 0		259 0 0			12 15 2	6 0 0	
40	Kunigallu do	Kunigallu			228 14 0	180 0 0		180 0 0	46 14 0		7 8 0	5 0 0	
41	Maitram Ahmadia	Srinivásapura			516 0 0	264 0 0	252 0 0	516 0 0			13 15 1	6 7 9	
42	Do Ibrahim	Ichanapalli			235 6 0	144 0 0	72 0 0	216 0 0	19 6 0		8 10 2	5 9 0	
43	Do Islamia	Bangalore	25	0 0	1,285 0 0	1,200 0 0	85 0 0	1,285 0 0			11 10 10	5 7 3	
44	Do do	Chintámani			260 12 9	132 0 0	128 12 9	260 12 9			8 11 0	4 0 6	
45	Do Kulsúm	Bangalore			1,356 4 9	1,297 0 0	59 4 9	1,356 4 9			9 11 6	4 4 6	
46	Do Mahomedia	Bangalore*			1,243 5 3	1,167 0 0	116 14 9	1,283 14 9		40 9 6	11 11 6	5 15 0	
47	Do do	Chennapatna		334	3 9 599 9 6	474 0 0	30 7 0	504 7 0	95 2 6		6 2 5	2 14 8	
48	Do do	French Rocks			249 6 9	249 6 9		249 6 9			7 8 11	3 10 2	
49	Do Sultani	Bangalore			620 3 0	569 0 0	51 3 0	620 3 0			6 11 10	2 9 8	
50	Do do	Hunasúru		4	0 0 258 14 0	252 0 0	7 5 0	259 5 0		0 7 0	7 0 1	3 3 11	
51	Mágadi Hindustáni School	Mágadi			228 12 0	228 12 0		228 12 0			6 0 3	1 2 11	
52	Máti do	Máti			151 8 3	150 0 0	1 8 3	151 8 3			4 9 11	1 14 6	
53	Nelamangala do	Nelamangala			160 6 0	160 6 0		160 6 0			4 5 4	0 15 7	
54	Rónúru do	Rónúru			258 0 0	258 0 0		258 0 0			12 14 4	6 0 0	
55	Tyámagondlu do	Tyámagondlu			255 6 0	255 6 0		255 6 0			11 9 8	5 7 3	
			98 3 0	1,985 13 5	24,070 8 2	20,582 15 10	3,483 9 5	24,046 9 3	376 5 11	282 7 0			

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 17th July 1873.

L. RICE,
Offg. Director of Public Instruction.

No. 7.

INSTITUTIONS FOR GENERAL EDUCATION.

GRANT-IN-AID GIRLS' SCHOOLS.

Annual Return for the year ending 31st March 1872.

No.	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.	Number of Pupils on the Rolls studying in each language at the end of the year.					Monthly Rate or Rate of Schooling Fee.	Receipts during the year.											
				Hindu.	Mahomedan.	Others.	Total.			English.	Kanarese.	Hindustani.	Telugu.	Tamil.		From Government.			Proceeds of Endowments.		Local Rate or Assessment.		Subscriptions, Donations, &c.				
	Higher Class.																										
	English.																										
1	Bishop Cotton's School	Bangalore	1865	...	...	79	79	70	70	79	...	...	...	...	3 to 6 Rs.	1,880	0	0	...		...		...			
2	Wesleyan Mission School	Do	1865	...	...	57	57	49	45	57	...	...	...	...	3 Rs.	960	0	0	...		...		...			
	Anglo-Vernacular.																										
3	Convent of the Good Shepherd	Bangalore	1854	72	...	102	174	161	165	102	7	...	...	65	1 to 5 do	1,200	0	0	...		...		240	0	0		
				72	...	238	310	284	280	238	7	...	...	65		4,040	0	0	...		...		240	0	0		
	Middle Class.																										
	English.																										
1	Miss. Ferguson's School	Bangalore	1864	...	...	71	71	70	65	71	..	...	...	...	2 Rs.	360	0	0	...		...		30	0	0		
2	St. John's District do	Do	1854	...	...	64	64	55	55	64	...	...	...	...	2 to 12 As.	600	0	0	...		...		177	5	4		
3	Do Infants' do	Do	1854	...	...	69	69	66	55	69	...	...	...	...	2 to 8 do	600	0	0	...		...		177	5	4		
4	St. Bartholomew's do	Mysore	...	...	...	...	...	...	...	...	...	...	...	...	...	200	0	0	...		...		...				
				...	...	204	204	191	175	204	...	...	...	...		1,760	0	0	...		...		384	10	8		
	Lower Class.																										
	Anglo-Vernacular.																										
1	London Mission Boarding School	Bangalore	1842	...	...	28	28	28	28	28	...	...	...	...	...	600	0	0	...		...		1,350	2	2		
2	St. Paul's Mission School	Do	1845	11	...	22	33	30	27	7	...	...	...	26	1 to 8 As.	30	0	0	...		...		128	14	0		
3	Wesleyan Mission Orphan School	Do	1855	29	...	...	29	26	28	7	...	...	...	29	...	600	0	0	...		...		589	10	8		
	Vernacular.																										
	Kanarese.																										
4	London Mission Day School, Arlépéte	Bangalore	1863	112	2	2	116	105	70	...	116	...	...	...	1 Anna	243	0	0	...		...		374	1	0		
5	Do do Cubbonpéte	Do	1856	74	...	11	85	84	67	...	85	...	...	...	Do	243	0	0	...		...		378	1	0		
6	Do do Hosapéte	Do	1867	138	...	4	142	123	88	...	142	...	...	39	Do	243	0	0	...		...		374	1	0		
7	Do do Kurubarapéte	Do	1863	112	2	6	120	105	76	...	120	...	...	...	Do	243	0	0	...		...		374	1	0		
8	Do do Yellégundanahalli	Do	1868	26	...	...	26	25	24	...	26	...	...	...	Do	108	0	0	...		...		166	4	0		
9	Sammárga Daravani Bálika Pátashále	Seringapatam	1869	20	...	...	20	16	15	...	20	...	...	...	...	180	0	0	...		...		200	0	0		
10	Shethalli Catholic School	Shethalli	1864	31	...	...	31	24	24	...	31	...	...	...	1 to 2 As.	180	0	0	...		...		125	0	0		
11	Wesleyan Mission Girls' Day School	Bangalore	1860	152	...	...	152	100	100	18	134	...	...	...	...	480	0	0	...		...		978	0	0		
12	Do do Mandya Street	Mysore	1867	77	...	...	77	70	50	...	77	...	...	..	...	120	0	0	...		...		255	8	3		
13	Do do Srirangapéte	Do	1862	95	...	...	95	85	60	...	95	...	...	...	...	120	0	0	...		...		295	12	3		
14	Do do Fort	Toomkoor	1868	72	...	8	80	72	70	...	80	...	...	...	...	240	0	0	...		...		20	0	0		
15	Do do Pête	Do	1869	77	1	...	78	78	76	...	78	...	...	...	...	180	0	0	...		...		114	0	0		
	Tamil.																										
16	Aladru Caste Girls' School	Bangalore	1864	111	...	...	111	100	76	...	...	...	...	111	...	240	0	0	...		...		40	4	0		
17	Blackpalli Catholic do	Do	1865	51	...	...	51	46	40	...	...	...	...	51	1 Anna	100	0	0	...		...		60	0	0		
18	Hindu Female School	Do	1854	97	...	...	97	93	82	...	...	...	...	97	1 to 2 As.	600	0	0	...		...		222	4	3		
19	Mysore Catholic School	Mysore	1863	80	...	3	83	72	72	...	...	...	...	83	Do	200	0	0	...		...		180	0	0		
	Hindustani.																										
20	Madrasa Mufid un Niswan	Bangalore	1869	...	30	...	30	27	27	...	...	30	...	...	¼ to ½ Anna	240	0	0	...		...		333	8	0		
21	Mahomedan Female Edl. Institution	Do	1867	...	100	...	100	90	84	...	...	100	...	...	½ to 1 do	600	0	0	...		...		540	0	0		
				1,365	133	84	1,584	1,400	1,184	60	1,032	130	...	436		5,920	0	0	...		...		6,895	7	7		
				1,437	135	526	2,098	1,875	1,039	502	1,039	130	...	501		11,920	0	0	...		...		7,520	2	3		

No. 7.

(*Continued.*)

No.	Name of Institution.	Locality.	16	17	18	19	20	21	22	23	24	25	26	27
			Receipts during the year. (*Continued.*)				Charges during the year.			Difference		Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
	Higher Class. *English.*													
1	Bishop Cotton's School	Bangalore	4,740 0 6	...	...	6,020 0 0	6,080 0 0	...	6,080 0 0	540 0 0	...	86 13 8	26 13 8	
2	Wesleyan Mission School	Do	1,713 10 0	234 15 9	39 9 0	2,948 2 9	2,521 15 4	178 3 3	2,700 2 7	248 0 2	...	35 1 8	19 9 5	
	Anglo-Vernacular.													
3	Convent of the Good Shepherd	Bangalore	400 0 0	45 0 0	310 0 0	2,195 0 0	2,230 0 0	200 0 0	2,430 0 0	...	235 0 0	14 11 7	7 4 4	
			6,853 10 0	279 15 9	349 9 0	11,163 2 9	10,831 15 4	378 3 3	11,210 2 7	788 0 2	235 0 0			
	Middle Class. *English.*													
1	Miss. Ferguson's School	Bangalore	1,380 0 0	...	...	1,770 0 0	1,812 0 0	70 0 0	1,882 0 0	...	112 0 0	26 14 2	5 2 3	
2	St. John's District do	Do	206 6 0	...	131 1 2	1,114 12 6	822 8 0	143 13 8	966 5 8	148 6 10	...	17 9 1	10 14 6	
3	Do Infants' do	Do	199 14 0	...	151 1 2	1,108 4 6	464 0 0	133 9 2	597 9 2	510 11 4	...	9 0 6	9 1 5	
4	St. Bartholomew's do	Mysore	...	...	...	200 0 0	200 0 0	...	200 0 0	...	...	...	...	Closed on the 1st September 1872.
			1,786 4 0	...	282 2 4	4,193 1 0	3,298 8 0	347 6 10	3,645 14 10	659 2 2	112 0 0			
	Lower Class. *Anglo-Vernacular.*													
1	London Mission Boarding School	Bangalore	...	...	245 0 0	2,195 2 2	2,194 1 10	...	2,194 1 10	1 0 4	...	78 5 9	21 6 11	
2	St. Paul's Mission School	Do	14 0 0	...	...	172 14 0	142 14 0	30 0 0	172 14 0	...	...	5 12 2	1 0 0	
3	Wesleyan Mission Orphan School	Do	...	...	179 9 1	1,180 3 9	1,336 1 10	242 4 2	1,578 6 0	...	409 2 3	56 5 11	21 6 11	
	Vernacular. *Canarese.*													
4	London Mission Day School, Arlépéte	Bangalore	8 4 0	...	234 14 3	860 3 3	778 0 0	49 8 1	827 8 1	32 11 2	...	7 14 0	2 4 11	
5	Do do Cubbonpéte	Do	5 15 0	...	234 14 3	857 14 3	778 0 0	49 8 1	827 8 1	30 6 2	...	9 13 4	2 11 3	
6	Do do Hosapéte	Do	9 8 0	...	234 14 3	861 7 3	778 0 0	49 8 1	827 8 1	33 15 2	...	6 11 7	1 15 7	
7	Do do Kurubarapéte	Do	9 4 0	...	234 14 3	861 3 3	778 0 0	49 8 1	827 8 1	33 11 2	...	7 14 0	2 4 11	
8	Do do Yellégoundanahalli	Do	...	...	104 6 4	378 10 4	344 14 3	21 13 2	366 13 5	11 12 11	...	14 10 9	4 5 1	
9	Samalaya Dharmani Pálika pátashále	Seringapatam	...	...	100 0 0	480 0 0	480 0 0	...	480 0 0	...	...	26 10 8	9 0 0	
10	Shethalli Catholic School	Shethalli	32 0 0	15 0 0	5 0 0	357 0 0	335 0 0	24 0 0	359 0 0	...	2 0 0	14 15 4	7 8 0	
11	Wesleyan Mission Girls' Day School	Bangalore	...	...	522 0 0	1,980 0 0	1,980 0 0	...	1,980 0 0	...	...	19 12 9	4 12 9	
12	Do do Mandi Street	Mysore	...	...	...	375 3 3	384 0 0	...	384 0 0	...	8 7 9	7 10 10	2 6 4	
13	Do do Srirampéte	Do	...	...	...	415 12 3	446 0 0	...	446 0 0	...	30 3 9	7 6 11	2 0 0	
14	Do do Fort	Toomkoor	...	...	...	260 0 0	260 0 0	...	260 0 0	...	...	3 11 5	3 6 10	
15	Do do Pête	Do	...	...	...	294 0 0	294 0 0	...	294 0 0	...	...	3 12 3	2 5 11	
	Tamil.													
16	Alasinga Cadu Girls' School	Bangalore	0 6 0	13 11 6	59 12 2	354 1 8	436 0 0	43 0 5	479 0 5	...	124 14 9	4 12 7	2 6 4	
17	Blackpalli Catholic do	Do	5 0 0	...	84 0 0	249 0 0	250 0 0	10 0 0	260 0 0	...	11 0 0	5 10 5	2 2 9	
18	Hindu Female School	Do	6 0 0	79 5 6	...	907 9 9	671 14 0	229 10 2	901 8 2	6 1 7	...	10 0 2	5 10 8	
19	Mysore Catholic School	Mysore	40 0 0	10 0 0	20 0 0	550 0 0	560 0 0	24 0 0	584 0 0	...	34 0 0	8 1 9	4 2 8	
	Hindustani.													
20	Madrasa Hafiz ul Nawa	Bangalore	19 2 3	...	...	392 10 3	617 10 0	2 2 3	619 12 3	...	27 2 0	22 15 1	8 14 11	
21	Mahomedan Female Edl. Institution	Do	40 0 0	16 0 0	...	1,100 0 0	1,100 0 0	90 0 0	1,190 0 0	...	...	13 3 6	6 10 8	
			189 7 3	128 1 0	2,259 4 7	15,362 4 5	14,944 7 11	915 0 6	15,859 8 5	149 10 6	640 14 6			
			8,829 5 3	408 0 9	2,870 15 11	31,318 8 2	29,074 15 5	1,640 10 7	30,715 9 10	1,596 12 10	983 14 6			

Office of the Director of Public Instruction,
Bangalore, 17th July 1873.

L. RICE,
Offg. Director of Public Instruction.

No. 8.

Abstract of Expenditure of the Educational Department for the year ending 31st March 1873.

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.			Remarks.
GENERAL ADMINISTRATION.										
Direction and its subsidiary charges.	13,671	0	0	...	...	...	13,671	0	0	
Inspection and its subsidiary charges	16,653	0	0	4,943	0	0	21,596	0	0	
INSTRUCTION.										
GOVERNMENT SCHOOLS.										
General.										
Higher Class	46,251	0	0	...	...	...	46,251	0	0	
Middle Class	7,663	0	0	...	...	...	7,663	0	0	
Lower Class Talook ...	34,395	0	0	...	...	...	34,395	0	0	
Hóbli Schools	...	...	...	41,353	0	0	41,353	0	0	
Female Schools	2,878	0	0	...	...	...	2,878	0	0	
Special.										
Hindustáni Normal School ..	1,987	0	0	...	...	...	1,987	0	0	
Hóbli Normal School ...	...	0	0	2,442	...	...	2,442	0	0	
Engineering Classes ...	886	0	0	...	...	...	886	0	0	
AIDED SCHOOLS.										
Higher Class	10,960	0	0	...	...	...	10,960	0	0	
Middle „	5,760	0	0	...	...	...	5,760	0	0	
Lower „	12,099	0	0	...	...	...	12,099	0	0	
FEMALE SCHOOLS.										
Higher Class	4,040	0	0	...	...	...	4,040	0	0	
Middle „	1,760	0	0	...	...	...	1,760	0	0	
Lower „	5,890	0	0	...	...	...	5,890	0	0	
Special	600	0	0	...	...	...	600	0	0	
Miscellaneous.										
Including Book Department ...	20,484	0	0	4,660	0	0	25,144	0	0	
Total...	1,85,977	0	0	53,398	0	0	2,39,375	0	0	

OFFICE OF THE D. P. I.,
Bangalore, 17th July 1873.

L. RICE,
Offg. D. P. I.

No. 9.

Statement shewing the Expenditure of Public Money during the year 1872—73, *on Educational Buildings in the Province of Mysore.*

Expenditure from Department Public Works Budget.	Amount. Rs.	As.	P.	Expenditure from Educational Budget.	Amount. Rs.	As.	P.
				(*d.*) *Repairs.*			
(*a.*) *Repairs.*	...	...	...	Repairing Schools, estimates varying from Rs. 11 to Rs. 463	3,967	8	0
				(*e.*) *Minor Works.*			
(*b.*) *Minor Works up to Rs.* 2,500. ..	...	...	...	Enclosing School Compounds, estimates varying from Rs. 10 to 221 ...	712	0	0
				(*f.*) *Minor Grants-in-aid under Rs.* 1,000.	...	...	...
				(*g.*) *Larger Grants-in-aid above Rs.* 1,000.	2,000	0	0
(*c.*) *Larger Works above Rs.* 2,500. ...	...	...	...	Total from Educational Budget...Rs...	6,679	8	0

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 17*th July* 1873.

L. RICE,
Offg. Director of Public Instruction.

APPENDIX V.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

1. UNIVERSITIES (NONE.)

2. SCHOOLS.

C. LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.

IV.

STATISTICS OF INSTRUCTION.

A.

ECCLESIASTICAL.

Return of Religious Institutions of various Denominations in the Province of Mysore for the year 1873.

	Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income. Paid by Govt.	Income. From Endowed Property. In Land.	Income. From Endowed Property. In Money.	From Fees and Offerings.	Explanatory Remarks.
Christian — Roman Catholic ...	85	28 Priests and 1 Bishop.	25,070	300	93	...	...	55 Chapels, 30 Schools, &c.
Christian — Church of England ...	16	8	4,449	Salary of Chaplains and 1 itinerant Minister.	...	300	...	
Christian — Church of Scotland ...	1	1	350	Rs. 9,600	...	...	1,230	
Christian — Protestant Dissenters.	...	...	...	...	...	...	...	
Christian — Wesleyans ...	15	12	1,300	...	...	...	11,200	
Christian — Independents ...	2	12	401	...	...	...	1,701	Income principally derived from the London Missionary Society in England.
Christian — Baptists ...	1	1	to 80	...	...	...	117	
Christian — Greeks ...	...	...	...	...	...	...	...	
Christian — Armenians ...	...	...	...	...	...	...	...	
Christian — Unitarians ...	...	...	...	...	...	...	...	
Hindu ...	24,126	13,393	813,390	2,30,069	12,493	20,013	21,737	
Mahomedan — Súni ...	671	412	70,111	14,258	440	338	1,620	
Mahomedan — Shiya ...	16	15	1 282	21	...	6	...	
Sik ...	13	16	5,,520	14	175	8	200	
Buddhist or Jain ...	145	60	10,992	4,301	252	319	1,900	
Total.....	25,094	13,959	932,949	2,58,563	13,453	20,984	49,705	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 17*th July* 1873.

L. RICE,
Offg. Director of Public Instruction.

IV.

STATISTICS OF INSTRUCTION.

B.

EDUCATION.—2.

General Statement of Educational Institutions in the Province of Mysore for the year 1872—73.

	Government Institutions.												Private Institutions aided and unaided.														
	Number.	Number of Students on the Roll.	Average Attendance daily.	Average Age.	Teachers.		Income.			Number of Persons instructed in—			Class.					Average Attendance daily.	Income.			Number of Persons instructed in—			Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
					Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Mahometan.	Christian.	Total.		From Endowments.	From Fees.	From Govt. Grant.	English.	Vernacular.	General.			
Colleges.—																											
Arts ...																											
Professional ...																											
Schools.—																											
Higher ...	7	1,524	1,209	...	14	62	46,251	8,759	55,010	1,524	1,511	...	...	...	...	5	5	682	9,808	15,332	10,960	832	586	...	12	1,891	
Middle ...	6	237	186	...	2	24	7,663	637	8,300	237	237	...	...	2	...	9	11	542	3,916	2,417	5,760	613	349	...	17	728	
Lower ...	628	16,702	12,392	...	...	672	75,748	2,548	78,296	...	16,797	...	...	1,413	88	35	1,536	20,287	15,656	30,546	12,099	275	20,374	947	2,164	32,679	
Girls' Schools.—																											
Higher ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	280	416	238	4,040	238	72	...	3	280	
Middle ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	175	100	204	1,760	204	...	...	4	175	
Lower ...	8	242	192	...	...	9	2,878	17	2,895	...	242	...	...	9	2	20	31	1,304	9,984	646	5,890	85	1,834	...	39	1,496	
Normal Schools.—																											
For Masters ...	4	71	57	...	...	2	4,429	...	4,429	...	71	...	...	...	...	...	...	...	...	...	...	...	...	...	4	57	
For Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Special Schools.—	6	721	718	...	...	1	886	177	1,063	51	670	...	...	...	...	1	1	72	...	803	600	72	...	...	7	790	
Total.....	659	19,497	14,754	...	16	770	1,37,855	12,138	1,49,993	1,812	19,528	...	...	1,424	90	77	1,591	23,342	39,880	50,185	41,109	2,319	23,215	947	2,250	38,096	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Bangalore, 17th July 1873.

L. RICE,
Offg. Director of Public Instruction.

IV.

STATISTICS OF INSTRUCTION.

C.

Scientific and Literary.

I. SCIENTIFIC AND LITERARY SOCIETIES.

Annual Return in the Province of Mysore for the year 1872—73.

Name.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.	
		From Government.	Endowments.	Subscriptions.	Total.	Male.	Female.	Juvenile.	Total.			
Bangalore.												
Mysore Museum...	To illustrate the products and resources of Mysore	4,032	...	...	4,032	94,352	40,718	...	135,070	Not	18th August 1865	
Literary and Scientific Institute ...	Moral and intellectual improvement...	600	...	802	1,402	72	...	...	72	Do	1868	
St. John's Library for Pensioners ...	To supply Books, Periodicals, Newspapers to pensioners and their families as well as the residents of St. John's Hill generally	...	...	348—10—0	348—10—0	31	6	...	37	Do	1854	
Bangalore Book Society... ...	The intellectual improvement and amusement of the community ...	...	...	2782	2,782	65	...	...	65	Do	1845	
Mahomedans' Library	...	...	...	...	...	...	...	...	...	...	...	No return.
Mutual Improvement Society ...	Mutual improvement of its members, by means of Lectures, Discussions, Essay Readings, Library Periodicals &c., &c.	...	...	239—8—0	239—8—0	54	...	...	54	Do	1867	
Mysore.												
Native Literary Society	Improvement in English by reading and discussion	...	...	35— 4—8	35— 4—8	25	...	...	25	Do	1866	
Mutual Improvement Society ...	Mental and moral culture of members.	...	...	143— 1—0	143—1—0	30	...	...	30	Do	1867	

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IV.

STATISTICS OF INSTRUCTION.

C.

SCIENTIFIC AND LITERARY.

THE PRESS.

Annual Return in the Province of Mysore for the year 1872—73.

Name.	Number of Newspapers.						Periodicals.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
The Government Press	...	...	...	...	The Mysore Gazette in English and Kanarese.	...	...	...	...	...	...	...	...	...
Wesleyan Mission Press, Bangalore ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Books published in the year.

English. Books.	No. of Copies.	Other Languages. Books.	No. of Copies.
		Kanarese.	
Mysore Departmental Reports of the Mysore Province for 1870—71 (in part finished)	150	Act No. VII of 1867,	250
The Civil Pension Code	200	" I of 1871, Cattle Trespass Act.	600
Manual of Instructions for the guidance of Shanbhags in English and Kanarese	500	" I of 1872, Indian Evidence Act.	250
Memorandum on the Requirements of the Nagar Malnad	150	" XVIII of 1869, General Stamp Act.	200
Annual Progress Report of the D. P. W. in Mysore for 1871—72	150	" XV of 1871, Christian Marriage Act.	100
" " Coorg "	150	" XXIII of 1871, Pension Act.	50
" Report of the Controller, Money Order Circle for 1871—72	45	" X of 1872, Criminal Procedure Act.	600
" On the Operation of the Registration Department, Mysore and Coorg for 1871—72	100	" X of 1871, Excise Act	50
Mysore Forest Progress Report for 1871—72	337	" X of 1866, Indian Companies' Act	100
Coorg " " "	337	Memo on Tobacco grown in the Bangalore and Mysore Districts	200
Annual Accounts of Appropriation and Outlay on P. W. in Mysore for 1871—72	25	Selections from Correspondence on the introduction of Village-Panchayets	200
" " " Coorg for "	10	Rules for the organization of Regular Police in Mysore	2,000
" " " Local Funds	35	Do Village Police	30,000
" " Mysore State Railway	10	Revenue Procedure Code	100
" Report on Public Instruction in Mysore for 1871—72	250	Amara Kosha (in part)	2,000
" " " Coorg "	200	Geography { do }	5,000
" Administration Report of Mysore	300	Manual of Cattle Disease { do }	2,000
" " Coorg	300		
District Fund Budget for 1873—74	170		
Mysore Provincial Budget "	100		
" Public Works Budget "	100		
" Irrigation Budget "	100		
Civil Leave and Acting Allowance Code	200		
Act No. VII of 1867	60		
" I of 1871, Cattle Trespass Act	150		
" I of 1872, Indian Evidence Act	200		
" XV of 1871, Christian Marriage Act	50		
" X of 1872, Code of Criminal Procedure	264		
" X of 1866, Indian Companies' Act	50		
Memorandum on Sorghum Saccharatum	50		
Correspondence relating to the organization of the Village and Regular Police	75		
Memorandum on Tobacco grown in the Mysore and Bangalore Districts	50		
A paper grade found during the settlement of Malnad Talooks	70		
Returns of Fairs and Festivals in Mysore and Coorg	100		
Papers relating to the culture of Tussah Silk	50		
List of Political Prisoners in Mysore	40		
Coorg	40		
Rules for the organization of Regular Police in Mysore	500		
Do Village Police do	250		
Elementary Agricultural Class Book in English and Kanarese	2,000		
Annual Departmental Reports of the Mysore Province for 1871—72	150		
Translation of three chapters in Mysore Gazetteer	100		
Translation of Manual of Agriculture	1,000	22 Religious Tract and School Books in Kanarese	60,575

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THE

288. (Continued.)

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Vichára Darpana Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Karnátaka Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Central Jail Press	This Press is entirely employed in printing Forms, Statements, Returns and Reports for													
Cluster Véda Sástrárta Sabhá Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishna Rája Vilása Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Columbian Press	...	...	English. "Bangalore Herald." Tri-weekly	...	...	...	...	...	...	...	...	...	...	...
Roman Catholic Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Spectator Press	...	...	English. "Bangalore Spectator."	...	...	...	...	...	...	...	...	...	...	...
Mathilá Nalvi Press	...	...	...	...	...	Hindustáni Tattvábhi-vardhini	...	...	...	...	...	...	...	...
Firdúsi Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chámaráj Press	...	...	...	...	Khábrul Akhar.		Hindustáni 2 times a month.	...	...	...	...	...	...	...

BOOKS PUBLISHED IN THE YEAR.					
English.			Other Languages.		
Books.	No. of Copies.		Books.	No. of Copies.	REMARKS.
... ...	...		Sattika Amarakósa or Sanskrit Dictionary with notes in Kanarese ...	2,500	
			Vishnu Sahasra Námávali or the 1,000 names of Vishnu	2,000	
			Venkatésha Mahatmé	1,000	
			Timmarájanchari or the History of Pindára	2,000	
			Rájavalikathe or the History of the king Rájavallára	2,250	
			Sanskrit Pákabódhé or Spelling Book ...	1,000	
			Sítá Swayamvara or the marriage of Sítá	1,250	
			Gópijára Vilása	2,000	
			Tamoreee.		
... ...	...		Shringára	1,000	
			Sévánanda Laheri	1,000	
			Vridhachánikyan	1,000	
			Séra Kalamandanam	1,000	
			Krishna Kavalarutam	1,000	
			Bála Rámáyanam	1,000	
			Hari Bhaktisáram	1,000	
Government Office.	...		... ...		
Catalogues	150				
... ...			Chárukirtie	1,000	
Southern India Rifle Association Prospectuses ...	500				
Rules of Bangalore Bank Limited ...	500				
Report of the Southern India Rifle Association for 1872 ...	400				
Bangalore Almanac and Mysore Directory	225				
			H? Hindustani and Persian ...	3,240	
Twenty	14,820				

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
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